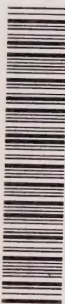


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SECONDARY/POST-SECONDARY

INTERFACE STUDY

PROJECT I

ROLES AND RESPONSIBILITIES OF THE
SECONDARY AND POST-SECONDARY INSTITUTIONS

VOLUME II

TECHNICAL APPENDIX--GENERAL PUBLIC--
DETAILED TABLES--PART I

1976



CANADIAN FACTS

SECONDARY/POST-SECONDARY
INTERFACE STUDY
PROJECT I
ROLES AND RESPONSIBILITIES OF THE
SECONDARY AND POST-SECONDARY INSTITUTIONS
VOLUME II
TECHNICAL APPENDIX--GENERAL PUBLIC--
DETAILED TABLES--PART I
1976

JOINTLY FUNDED BY:

Ministry of Colleges
and Universities
6th Floor, Mowat Block
Toronto, Ontario

Ministry of Education
17th Floor, Mowat Block
Toronto, Ontario

Ministry of Education
3

CONDUCTED BY:

CANADIAN FACTS CO. LIMITED

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TECHNICAL APPENDIX

A. DESCRIPTION OF SAMPLE

1. Educators

-a) Universe

The universe definition for each of the three sub-groups of educators was as follows:

-- Secondary School Teachers--all Ontario public secondary school teachers with one or more years of teaching experience, currently teaching Year 4 and/or Year 5 courses.


-- CAAT Faculty--all teaching faculty with one or more years of teaching experience, at Ontario Colleges of Applied Arts and Technology, currently teaching Year 1 and Year 2 post-secondary full-time programs.

-- University Faculty--all teaching faculty with one or more years of teaching experience, currently teaching undergraduate courses to full-time students at Ontario universities.

-b) Sample Design

The sample design for each of the educator groups can be termed a replicated, stratified, weighted random sample.

Use of a replicated probability design permits an objective evaluation of the limitations on the conclusions that can be drawn from the survey data. That is, the design provides



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the capability of a calculation of a close estimate of both standard error due to sampling and, the combined sampling standard error applicable to each statistic reported. To achieve this end, four independent random samples were drawn for each of the three educator groups.

The stratification tends to reduce the error inherent in sampling and does so to a point below the standard errors commonly obtained from tables on tolerance limits for random samples.

Weighting is necessary to compensate for residual non-response. However, while it reduces the bias it can also add to sampling error measurements.

-c) Sampling Operations--University And CAAT Faculties

According to established systematic probability sampling techniques, independent random samples of university and CAAT educators were selected. In both cases all institutions were included in the sample frame, that is, twenty-two CAATs and sixteen universities.*

For each institution included in the sample frame, lists of educators were developed and stratified in the following ways:

* For the University of Toronto, St. George, Erindale and Scarborough were listed as separate institutions. For Laurentian University, Sudbury, Algoma and Nipissing were listed as separate institutions. Therefore, a total of 20 university institutions was involved.

CAATs

- i) Canadian Facts' sampling department obtained lists of educators from the CAATs.
- ii) The names of CAAT educators were stratified by program area within each institution. The four program areas were: Technology, Applied Arts, Health and Business.
- iii) Within each program area, educators' names were listed randomly within each institution. The institutions were also listed randomly.

Universities

- i) Lists of educators' names were developed by Canadian Facts' sampling department using 1974/1975 university calendars.
- ii) Names were stratified by program area within each institution. The program areas were: Humanities, Social Sciences, Sciences, Professional. The definitions, outlined below, for each of these broad program areas was provided by the Ministry of Colleges and Universities.

Humanities/Arts--Asian Studies, Classics (Latin and Greek), Comparative Literature, Drama, English, Film, Fine Arts/Art, French, German, Italian, Linguistics, Medieval Studies, Music, Philosophy, Religion/Religious Studies, Slavic Studies And Spanish.

Social Sciences--Amerindian Eskimo Studies, Anthropology, Canadian Studies, Child Studies, Classical Archeology, Commonwealth Studies, Consumer Studies, Development Studies, Economics, Family Studies, Geography, History, International Studies, Latin American Studies, Native Studies, Political Sciences, Psychology, Soviet and East European Studies, Social Theory Program, Sociology and Studies in Social Action.

Sciences--Anatomy, Astronomy, Biochemistry, Biology, Biophysics, Botany, Chemistry, Computer Science, Earth Sciences, Geology, Liberal Sciences, Life Sciences, Marine Biology, Mathematics, Microbiology, Physical Geography, Physics, Physiology, Plant Science, Probabilities and Statistics, Science, General, Zoology and Statistics.

Professional (i.e., Applied Arts, Applied Social Sciences, Applied Sciences)--Agriculture, Animal Science, Applied Computational and Math Science, Applied Statistics and Computation, Architecture, Dental Hygiene, Dentistry, Engineering, Engineering and Management, Fisheries and Wildlife Biology, Forestry, Industrial Design, Medical Lab Sciences, Medicine, Metallurgy, Nursing, Optometry, Pharmacy Physical Education and Kinesiology, Regional Environment Planning, Rehabilitative Medicine, Survey Science, Urban Studies, Veterinary Medicine, Administration, Applied Human Nutrition, Business Administration, Commerce, Communication Arts, Education, French Language Translation and Studies, Health, Home Economics, Hotel and Food Administration, Journalism, Law, Library Technology, Public Administration, Recreational Studies, Social Work, Sports Administration, Textiles and Theology.

- iii) Within each program area, educators' names were listed randomly within each institution. The institutions were also listed randomly.

The actual selection of educators' names took place after completion of the aforementioned procedures. The selection interval within each program area within each institution was determined by dividing the number of educators in each cell by the number of completions required in that cell, plus overage based on an estimate of the non-response level. A random number between '1' and the interval number 'X' was picked in each case to establish the 'start point' for selection. Thus, all educators were given an equal chance of selection. Furthermore, the institutions and program groupings within institutions were represented in their correct relative proportions.

Regarding the CAAT sample, a total of 4018 educators was listed, and 480 names were selected. Regarding the university sample, a total of 8707 educators was listed, and 604 names were selected.

The selected names for each of the university and CAAT samples were randomly assigned to one of four sample replicates. Each replicate, therefore, was, in fact, a random sample representative of the total population under study.

It was clearly specified that Canadian Facts would not permit substitution of names once the final sample of university and CAAT educators was selected. However, provision was made for replacements in the university sample. A small proportion of faculty originally selected could not

be located because they were either on sabbatical or no longer teaching at the designated university. This problem occurred due to the fact that the sample frame source was 1974/1975 calendars rather than up-to-date lists provided by the institutions.

In total, 89 replacements were required. In all cases, the replacement was the name which appeared on the master list below the originally selected name.

-d) Sampling Operations--Secondary School Teachers

The secondary school teachers' sample was selected in two separate stages. First, the selection of institutions, and second, the selection of individual teachers within each designated institution.

i) Selection Of Institutions

In order to accommodate the needs of all "Interface" projects, two independent samples of secondary schools were selected, one sample for projects II and III and one for project I. Only in the case of the French language schools were the samples not exclusive. Duplication of French language schools was necessary because of the relatively large number to be selected. It was agreed that 60 English language and 15 French language schools be selected for each of the two samples of institutions. The disproportionately large sample of French schools was required to permit independent examinations of responses from teachers and students at French language schools.

All public secondary schools in Ontario with SSGD and/or SSHGD students were included in the sample frame with the exception of those schools designated by the Ministry of Education as experimental or exceptional. A total of 502 secondary schools was included in the sample frame.

The first stage in the sampling operation involved grouping of the English and French language schools. (Bilingual schools were classified as French language schools.) Forty schools were classified as French Language, and 462 were classified as English.

The English schools were stratified by size, i.e., number of potential Grade 12 and/or Grade 13 graduates within region. Within each of the sub-strata, defined on the basis of size, schools were rank ordered by ratio, of the number of SSHGD to the number of SSGD potential graduates. In the case of French language schools only the latter stratification rule was applied.

The following table details the regional strata, the number of schools listed in each sub-stratum and the size of the schools included in each case.

	Number Of ...	
	Schools (502) #	Potential Graduates
<u>Regional Or Language Grouping:</u>		
French	40	19 to 377
Hamilton	14	180 to 818
Toronto	33	135 to 400
	21 } 76	410 to 492
	22	501 to 860
Northern	38	7 to 235
	24 } 62	246 to 459
Western Urban	24	146 to 327
	16 } 40	336 to 619
Eastern Urban	23	165 to 335
	18 } 59	341 to 405
	18	416 to 682
Western Non-Urban	48	21 to 204
	36 } 110	213 to 280
	26	289 to 548
Eastern Non-Urban	45	26 to 207
	34 } 101	211 to 321
	22	326 to 535

The regional strata were defined on the basis of population size and Ministry of Education region specifications. The definitions are:

- i) Hamilton;
- ii) Metro Toronto excluding Mississauga;
- iii) Northern defined as Ministry of Education regions--northwestern, midnorthern, and northeastern;

- iv) Western Urban defined as Ministry of Education regions--Niagara, western and midwestern centres of 50,000 population or greater;
- v) Eastern Urban defined as Ministry of Education regions--Ottawa Valley, central Ontario (excluding Toronto but including Mississauga) and eastern Ontario centres of 50,000 population or greater;
- vi) Western Non-Urban defined as Ministry of Education regions--Niagara, western and midwestern centres of less than 50,000 population;
- vii) Eastern Non-Urban defined as Ministry of Education regions--Ottawa Valley, central Ontario, and eastern Ontario centres of less than 50,000 population.

At the actual selection stage, each school was given a chance of selection proportionate to its size (the number of potential SSGD and/or SSHGD graduates). Two independent random samples, each comprised of 60 English and 15 French language schools, were picked.

An example of the selection procedure employed is provided below:

<u>Metro Toronto Sub-Section (Size Of School)</u>	<u>Number Of Students</u>	<u>Number Of Schools</u>
1. 135 to 400	10,200	33
2. 410 to 492	9,558	21
3. 501 to 860	<u>13,148</u>	<u>22</u>
Total	32,906	76

For each sample, the total number of English schools to be selected was 60. The total number of potential graduates in schools included in the sample frame was 131,625. Therefore, the number of schools to be picked (per sample) in Metro Toronto was:

$$\frac{60 \times 32,906}{131,625} = 15 \text{ schools}$$

Within each Metro sub-stratum, the number of schools to be picked was:

$$\frac{15 \times 'Y'}{32,906} \quad \left['Y' = \text{number of students in each sub-stratum.} \right]$$

Thus:

	<u>Number Of Students</u>	<u>Number Of Schools</u>	<u>Number Of Schools To Be Picked</u>
1.	10,200	33	5
2.	9,558	21	4
3.	13,148	22	5
Total	= 32,906	76	15

Subsequently, a cumulative tape for each sub-stratum was prepared. The selection interval was determined by dividing the total number of students in any given sub-stratum, by the number of schools to be picked in that sub-stratum multiplied by the number of samples to be drawn at one time, that is, one sample for project I, one for projects II and III and a substitute sample.* Therefore, referring to sub-stratum

* No substitute schools were used for Project I.

'1':

$$\frac{10,200}{3 \times 15} = \text{Selection interval.}$$

A random number between '1' and the selection interval determined the selection start point. After selection of the schools in each sub-stratum, schools were randomly assigned to one of the three samples.

Selection Of Individual Teachers

The second sampling stage involved the selection of the secondary school teachers. Each Grade 12 and/or Grade 13 secondary school teacher was to be given an equal chance of selection. In that the institutions received a probability of selection proportionate to size, in order to select a random sample of teachers with equal probability of selection equal numbers of interviews were conducted in each school. An example of how the probability are balanced is provided below:

<u>School</u>	<u>Size</u>	<u>Probability Of Selection Of Each School*</u>	<u>Probability Of Selection Of Teachers Within Each Institution</u>	<u>Resultant Probability Of Selection</u>
A	600	600/1200	10/600	1/120
B	400	400/1200	10/400	1/120
C	<u>200</u>	200/1200	10/200	1/120
Total = 1200				

* Since the institutions were selected proportionate to the size of their student rather than teacher population, a calculation of the teacher to student ratio was necessary to ensure that subsequent data adjustment was not necessary.

Secondary school principals were asked to submit lists of Grade 12 and/or Grade 13 teachers by discipline(s) taught. Within each institution teachers were stratified by discipline, namely, first language, mathematics, and others.

Teachers at French language schools were selected from within each discipline group proportionate to the size of each discipline group. Disproportionate sampling was employed in the case of teachers at English language schools. The number of teachers selected for participation in each school was disproportionately assigned by discipline to yield 100 teachers of mathematics, 100 first language teachers and 100 teachers of other subjects.

Of the 60 English and 15 French language schools selected, 5 English and 1 French school chose not to participate. Therefore, lists of teachers were provided by 55 English and 14 French language schools. Teachers names were stratified by discipline within each institution. A total of 684 teachers names was picked. From within each of 26 English language schools, 12 teachers names were selected; from within 29 English language schools, 8 teachers names were selected.* Ten teachers names were selected from each of the 14 French language schools. The selection interval in all cases was determined by dividing the number of names to be selected in each sub-cell by the total number of names in that sub-cell. A

* Adjustment for unequal size of selection took place at the weighting stage.

random number between 1 and the interval was picked to determine the selection start point. Names were randomly assigned (within each sub-cell) to one of four sample replicates.

-e) Completion Rates

The following table details the number of questionnaires distributed and the actual number of completions at each of the primary levels of investigation.

	<u>Number Of Questionnaires:</u>		
	Sent	Completed	
	Out	Question-	Completion
	#	naires	Rate
	#	#	#
<u>Secondary School Teachers:</u>			
TOTAL	684	567	83
First Language (English/ français)	150	130	87
Mathematics	153	131	86
Other	381	306	80
English Language Schools (Total)	544	465	85
French Language Schools (Total)	140	102	73
<u>CAAT Faculty:</u>			
TOTAL	480	403	84
Applied Arts	147	119	81
Business	86	74	86
Health	114	97	85
Technology	133	113	85
<u>University Faculty:</u>			
TOTAL	604	439	73
Humanities/Arts	144	109	76
Social Sciences	160	102	64
Sciences	156	123	79
Professional	144	105	73

Because of the relatively high completion rates obtained, potential bias due to non-response was minimized. Comparisons of actual returns to universe data indicated that non-response was not confined to any particular population segment. Indeed, the small weighting factors* necessary to adjust the sample indicate the representativeness and projectability of the final educators' samples.

-f) Weighting Procedure

A minor adjustment to each of the three educator samples was made to bring the various program/discipline groups within institutions into their correct relative proportion, according to the universe statistics compiled at the sample selection stage. (The source of these statistics was lists of university educators taken from the 1974/1975 calendars, and lists of CAAT and secondary school educators provided by the CAATs and secondary schools respectively.)

The following tables detail the actual number of completions obtained and the weighting factor (cited to two decimal places) employed in each sub-cell.

* The relatively large weighting factors applied to the secondary school teachers sample were necessary due to the disproportionate sampling technique employed.

UNIVERSITIES

Institutions ...

Laurentian									
Nip-									
Sud- Al- is-									
Wind-	Trent	Western	Univ	Quebec	King	St. Lawrence	McMaster	Lakehead	Waterloo

PROGRAM AREA:

Humanities

--weighting factor	0.71	0.50	0.73	0.60	0.60	0.60	0.67	1.25	1.00	0.63
--actual	7	4	11	3	1	1	3	4	1	8

Social Sciences

--weighting factor	0.80	0.80	0.90	1.00	1.00	1.00	0.75	0.75	0.50	1.14
--actual	5	5	10	2	1	1	4	3	3	7

Sciences

--weighting factor	0.67	1.00	0.81	1.00	-	-	1.00	1.00	0.67	1.00
--actual	6	1	16	3	-	-	3	5	5	10

Professional

--weighting factor	0.88	-	1.20	0.50	-	0.50	0.50	0.50	0.75	1.00
--actual	8	-	5	2	-	2	2	4	4	10

... (Continued)

UNIVERSITIES

<u>Institutions</u>									
<u>U of T</u>									
<u>Car-</u>		<u>Wilfred</u>			<u>York</u>	<u>York</u>	<u>St.</u>	<u>Erin-</u>	<u>Scar-</u>
<u>le-</u>	<u>Queens</u>	<u>Laurier</u>	<u>Guelph</u>	<u>York</u>	<u>Col-</u>	<u>lege</u>	<u>George</u>	<u>dale</u>	<u>borough</u>
<u>ton</u>									<u>Ottawa</u>

PROGRAM
AREA:

Humanities

--weight-										
ing										
factor	1.00	0.67	0.67	1.33	1.11	1.11	0.92	1.00	1.00	1.00
--actual	6	9	3	3	8	1	25	2	1	8

Social
Sciences

--weight-										
ing										
factor	0.90	0.78	1.00	0.86	1.00	1.00	1.55	1.50	1.50	6.00
--actual	10	9	2	7	10	3	11	2	2	1

Sciences

--weight-										
ing										
factor	1.25	0.70	1.00	1.12	0.75	-	0.78	0.50	2.00	1.25
--actual	4	17	2	8	8	-	27	4	1	4

Professional

--weight-										
ing										
factor	1.25	0.72	-	0.86	1.67	1.67	0.89	-	-	1.17
--actual	4	18	-	14	2	1	19	-	-	6

CAATS

Institutions ...

Al- gon- qu- in	Cam- brian	Cana- none	Cen- ten- mal	Co- ni- blogs	Con- feder- ation	Dur- ham	Fan- shawe	George Brown	Georgian
--------------------------	---------------	---------------	---------------------	---------------------	-------------------------	-------------	---------------	-----------------	----------

Total--Actual	38	15	9	17	10	12	12	35	24	14
---------------	----	----	---	----	----	----	----	----	----	----

PROGRAM AREA:

Technology

--weighting factor	1.21	0.50	0.50	1.00	0.75	1.00	1.00	0.85	1.50	0.75
--actual	14	4	2	5	4	3	3	8	6	4

Applied Arts

--weighting factor	1.45	1.00	1.00	1.00	1.00	0.50	0.85	1.00	0.80
--actual	11	5	1	5	8	2	13	8	15

Health

--weighting factor	1.17	0.85	1.00	0.75	0.67	1.00	1.00	1.10	1.30	1.05
--actual	6	3	2	4	3	2	3	10	10	3

Business

--weighting factor	1.29	0.00	0.75	1.00	0.67	0.66	0.75	1.00	0.75	1.05
--actual	7	0	4	3	3	3	3	3	0	4

... (Continued)

CAATS

Institutions ...

	Hum- ber	Lamb- ton	Loyal- ist	Mo- hawk	Ni- aga- ra	North- ern	St. Clair	St. Law- rence	Sault Col- lege	Sen- eca	Sher- idan	Sir Sand- ford Flem- ing
--	-------------	--------------	---------------	-------------	-------------------	---------------	--------------	----------------------	-----------------------	-------------	---------------	--------------------------------------

Total-- Actual	25	7	10	29	17	8	17	30	11	27	22	14
-------------------	----	---	----	----	----	---	----	----	----	----	----	----

PROGRAM
AREA:

Technology

--weight- ing factor	0.80	1.00	1.00	1.13	0.75	1.00	1.25	0.88	1.00	0.83	1.00	0.86
--actual	5	2	3	8	4	6	4	8	5	6	2	7

Applied Arts

--weight- ing factor	1.10	1.00	0.67	1.00	1.17	1.00	1.33	0.88	1.00	1.00	0.93	1.50
--actual	10	2	3	6	6	1	3	8	3	11	14	2

Health

--weight- ing factor	0.83	0.50	1.00	0.90	1.00	-	0.86	0.88	1.00	1.00	0.67	1.00
--actual	6	2	2	11	4	-	$\frac{1}{2}$ 7	8	2	4	3	2

Business

--weight- ing factor	1.00	1.00	1.00	1.00	1.33	2.00	1.33	0.83	1.00	1.00	1.00	1.00
--actual	4	1	2	4	3	1	3	6	1	6	3	3

SECONDARY SCHOOLS--ENGLISH

Institutions ...											
Eto- bi- coke Col- legi- ate	This- tle Town	West- hill	River- dale	Rich- view	En- gle- hart	New Lisk- eard	Lock- erly	Glen- dale	Nel- son A. Boy- len	Hill- crest (Thun- der) Bay)	

Total	8	8	12	11	8	8	7	8	6	5	12
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PROGRAM
AREA:

Math

--weight- ing factor	1.50	1.00	0.67	1.00	1.50	1.50	1.00	1.00	0.50	2.00	0.67
--actual	2	2	3	3	2	2	1	2	2	1	3

First Lan-
guage
(English)

--weight- ing factor	1.00	0.67	0.67	1.00	1.00	1.00	1.50	1.00	1.00	3.00	1.33
--actual	2	3	3	2	2	2	2	2	2	1	3

All Other

--weight- ing factor	3.00	4.33	2.17	2.00	3.00	3.00	3.25	3.25	7.00	4.00	1.83
--actual	4	3	6	6	4	4	4	4	2	3	6

(Continued)

SECONDARY SCHOOLS--ENGLISH

Institutions ...

		North										
Sir	David	Tor-		Galt		Dr.		Grant-				
Wil-	And	onto				F.J.		ham		Walker-		East
fred	Mary	Col-		Mon-		legi-		Done-		ville		dale
Laur-	Thomp-	W.D.		arch		Eliz-		van		High		
ier	son	Lowe		ate		Park		abeth		ate		

Total	7	7	8	6	11	8	8	12	4	5	8	11
-------	---	---	---	---	----	---	---	----	---	---	---	----

PRO-
GRAM
AREA

Math

--weight- ing fac- tor	1.50	1.00	1.50	1.00	0.75	1.00	1.50	0.67	-	-	1.00	0.67
--actu- al	2	1	2	2	4	2	2	3	-	-	2	3

First
Language
(Eng-
lish)

--weight- ing fac- tor	3.00	1.50	1.00	1.50	0.50	1.00	2.00	1.00	1.50	3.00	1.00	1.00
--actu- al	1	2	2	2	4	2	1	3	2	1	2	3

All Other

--weight- ing fac- tor	2.75	3.25	3.00	6.00	4.00	3.25	2.40	2.00	6.00	3.00	3.25	2.40
--actu- al	4	4	4	2	3	4	5	6	2	4	4	5

... (Continued)

SECONDARY SCHOOLS--ENGLISH

Institutions ...

	Lis- gar	Brant- ford	North Park	Fel- lowes	Earl Of March	Mark- ham	Bant- ing	Chat- ham	Lord Dor- chester	Ches- ley	Loyal- ist	Hill- crest (Ot- tawa)
Total	8	7	12	11	6	11	7	8	11	8	10	8

PRO-
GRAM
AREA:

Math

--weight- ing fac- tor	1.50	0.67	0.67	1.00	1.00	0.33	2.00	0.67	0.50	1.00	1.00	1.50
--actu- al	2	3	3	3	2	3	1	3	2	2	2	2

First
Language
(Eng-
lish)

--weight- ing fac- tor	1.50	2.00	0.67	1.00	3.00	1.00	1.00	1.00	1.00	1.50	1.00	1.00
--actu- al	2	1	3	3	1	3	2	2	3	2	3	2

All Other

--weight- ing fac- tor	2.75	4.33	2.17	2.20	4.00	2.60	3.25	4.33	2.17	3.00	2.40	3.00
--actu- al	4	3	6	5	3	5	4	3	6	4	5	4

... (Continued)

SECONDARY SCHOOLS--ENGLISH

Institutions ...

Sir											
Ro-											
bert		West-		Leam-		Centre					
Bor-	Wel-	mins-	Inger-	ing-	Grims-		Bram-	Brook-	Dunn-	ling-	An-
den	land	ter	soll	ton	by	Athens	alea	field	ville	ton	son

Total	11	9	7	11	6	8	9	7	7	8	6	6
-------	----	---	---	----	---	---	---	---	---	---	---	---

PRO-
GRAM
AREA:

Math

--weight- ing fac- tor	0.67	-	1.50	0.67	2.00	0.67	1.50	1.00	0.67	1.00	2.00	1.00
---------------------------------	------	---	------	------	------	------	------	------	------	------	------	------

al	3	-	2	3	1	3	2	2	3	2	1	2
----	---	---	---	---	---	---	---	---	---	---	---	---

First
Language
(fran-
çais)

--weight- ing fac- tor	1.00	1.00	1.00	0.33	2.00	2.00	1.00	1.00	3.00	1.00	2.00	1.50
---------------------------------	------	------	------	------	------	------	------	------	------	------	------	------

al	3	3	2	3	1	1	2	2	1	2	1	2
----	---	---	---	---	---	---	---	---	---	---	---	---

All Other

--weight- ing fac- tor	2.40	2.00	4.00	2.80	3.25	3.25	2.40	4.33	4.00	3.25	3.25	6.00
---------------------------------	------	------	------	------	------	------	------	------	------	------	------	------

al	5	6	3	5	4	4	5	3	3	4	4	2
----	---	---	---	---	---	---	---	---	---	---	---	---

... (Continued)

SECONDARY SCHOOLS--ENGLISH

Institutions ...							
	Cobourg East	Henry Street	Sutton	Napanee	Opeongo	Downs- view	George A. Henry Ancaster
Total	12	10	8	12	5	8	12
PROGRAM AREA:							
Math							
--weighting factor	0.67	1.00	1.00	1.33	3.00	1.00	1.00
--actual	3	3	8	3	1	2	3
First Language (French)							
--weighting factor	0.67	1.00	1.00	0.67	1.50	1.00	0.67
--actual	3	2	8	8	2	2	3
All Other							
--weighting factor	2.17	2.40	3.00	1.83	5.50	3.25	2.00
--actual	6	5	4	5	2	4	6

(Continued)

SECONDARY SCHOOLS--FRENCH

	<u>Institutions ...</u>						
	Garn- eau	Bel- court	De La salle	Charle- bois	Iro- quois Falls	Con- feder- ation	Theriault
Total	99	2	4	3	6	6	9
Math							
--weighting factor	0.43	-	0.43	-	0.43	0.43	0.43
--actual	1	-	1	-	1	1	2
First Language							
--weighting factor	0.34	0.34	0.34	-	-	0.34	0.34
--actual	1	1	2	-	-	1	1
All Other							
--weighting factor	0.45	0.45	0.45	0.45	0.45	0.45	0.45
--actual	7	1	1	3	5	4	6

	<u>Institutions ...</u>						
	E.S. MacDonald- Cartier	E.S. Plantag- enet	E.S. Glen- garry	E.S. Ham- mer	Al- gon- quin	E.S. Franco- Jeunesse	E.S. La Cita- delle
Total	6	10	10	10	7	10	10
Math							
--weighting factor	0.43	0.43	0.43	0.43	0.43	0.43	0.43
--actual	1	2	1	1	1	1	1
First Language							
--weighting factor	0.34	0.34	0.34	-	0.34	0.34	0.34
--actual	1	1	1	-	1	1	1
All Other							
--weighting factor	0.45	0.45	0.45	0.45	0.45	0.45	0.45
--actual	4	7	8	9	5	8	8

The following table delineates the actual and weighted number of completions for each of the educators' samples.

	Completed Questionnaires:	
	(Actual)	(Weighted)
	#	#
<u>Secondary School Teachers:</u>		
TOTAL	567	973
English Language (Total)	465	929
French Language (Total)	102	44
<u>CAAT Faculty:</u>		
TOTAL	403	400
Applied Arts	119	122
Business	74	73
Health	97	94
Technology	113	111
<u>University Faculty:</u>		
TOTAL	439	399
Humanities/Arts	109	93
Social Sciences	102	105
Sciences	123	106
Professional	105	95

As previously indicated, secondary school principals were asked to provide lists of their teaching staff (Grade 12 and/or Grade 13 teachers only) along with identification of the subject(s) taught. Also, each respondent was asked to indicate on the questionnaire the subject or subjects taught. In the latter case, the main subject taught could not always be identified. Therefore, 'discipline taught' information could be derived from two sources, and each source was used for a different purpose. For weighting purposes, we referred to the discipline identification provided for each teacher by the school principals. For tabulation purposes, we referred to the discipline information provided by respondents, thus taking into account multiple responses.

2. The General Public (Including Students)

-a) Universe

The universe sampled for this study included all individuals 18 years of age and older eligible to vote in Ontario elections, and a special sample of students. Students were defined as those who attended Grade 12 or 13 at an Ontario public school, secondary level and those who were enrolled in undergraduate programs at Ontario colleges of applied arts and technology or at universities, during the 1975/1976 school year.

-b) Sample Design

The sample selected can be termed a stratified multi-stage clustered, weighted replicated design.

The stratification tends to reduce the error inherent in sampling, and does so to a point below the standard errors commonly obtained from tables on random samples.

Clustering at various stages of selection while offering some cost efficiencies, can add somewhat to the standard error.

Weighting is necessary to compensate for residual non-response. However, while it removes bias it can also add to sampling error measurements.

The replicated aspect of the design permits a calculation of a close estimate of the true standard error applicable to each statistic in the report, taking into account all of the above influences. For both the general public and student samples four independent random samples were drawn.

In constructing a probability sample of this universe the following conditions were met:

- each of the persons in the universe had to have some chance, which could be stated mathematically of being included in the sample;
- no arbitrary judgement was exercised in determining which households or individuals within households were included.

-c) Sampling Operations

The sample operations were carried out at four different and distinct levels:

- the selection of localities (metropolitan districts, individual cities over 10,000 and rural by township) stratified by geographic district and income;
- the selection of an enumeration area within each locality to be visited by interviewers;
- the selection of particular households;
- the selection of individuals at random by means of a listing procedure.

The probability with which each individual was finally selected, therefore, ultimately depended upon the separate probabilities at each of the stages of sampling.¹

The sample design did not allow for either the substitution of households or the substitution of individuals within households.

(i) Selecting The Localities

Canadian Facts produced a special tabulation from the 1971 Census of Canada. The tabulation was constructed in such a manner that the enumeration areas of Ontario were sorted into region, community size and income. On the basis of this tabulation, a set of replicated systematic random clusters were selected.

(ii) Selecting Clusters

In enumeration areas where block statistics existed, block counts were used to increase the precision of selecting households. (Approximately 50% of the selected sample was located using the block level of detail.)

In enumeration areas where block statistics did not exist, the usual methods of locating households on blocks were employed. (In rural areas, artificial blocks were constructed from National Topographical Series Maps and Enumeration Area Maps.) All blocks had an equal probability of falling within the sample.

In total 192 clusters were selected for the general public sample and 192 matched clusters were selected for the student sample.

(iii) Selecting Households Within Clusters
(Where Block Statistics Were Not Available)

For each selected cluster, interviewers were provided with a detailed map showing the location, the road segments contained within the cluster, and outlining clearly its boundaries. Each open country cluster was bounded by distinct landmarks which could be identified by the interviewer, while for cities, towns and villages, interviewers were given map enlargements showing the names of the streets included within the clusters. For each cluster, a starting point was selected at random. Interviewers were instructed to begin at the start point and to work in a randomly determined direction indicated by red arrows, calling at a predetermined start house and each household on the way until the assigned number of households had been visited.* At this point, addresses were listed on individual questionnaires which would designate the sample frame of households which were to be called upon until an interview was completed or the required number of callbacks had been made.

(iv) Selecting Individuals Within Households

General Public

The interviewer first determined how many people, aged 18 years and over and eligible to vote, lived in the particular household. She then listed them

* In the case of the general public sample, interviewers visited 11 households on each of the 144 urban clusters and 7 households on each of the 48 rural clusters. In the case of the student sample, interviewers visited 30 households on each of the 144 urban clusters and 20 households on each of the 48 rural clusters.

in a specified order on a special section of the questionnaire. A random set of markings then automatically determined which one particular individual should be interviewed in the household.

Student Sub-Sample

The interviewer determined if any individuals were enrolled, during the 1975/76 school year, in an Ontario public secondary school in Grades 12 or 13, in an undergraduate program at an Ontario university or a CAAT. All individuals who qualified as students were to be interviewed, if possible.

-d) Callback Procedure

Regarding the general public sample, in order to minimize bias that might be caused by non-representation of those away from home at the time interviewers called, up to seven personal calls were made to complete an interview with the designated respondent in urban areas and up to two personal calls were made in rural areas. For the student sample, up to four personal calls in urban areas and up to two in rural areas were made.

-e) Completion Rates And Reason For Non-Response

The following table details the number of contacts and completed interviews among members of the general public and student populations.

(i) Completion Rate--General Public

Total Number Of Household Contacts Assigned	1920	
Total Number Of Household Contacts Completed	1913	100%
Total Completions	1004	53
Total Non-Completions	909	48

Reasons For Non-Completion:

No one at home/respondent not at home after callbacks	173	10
Refused listing	294	15
Refused to be interviewed at all	442	23

(ii) Completion Rate--Students

Total Number Of Household Contacts Assigned	5280	
Total Number Of Household Contacts Completed	5015	
Total Number Of Students-- Potential Completions	1020	100%
Total Completions	371	36
Total Non-Completions	658	64

Reasons For Non-Completion:

No one at home/respondent not at home after callbacks	455	45
Refused listing	56	5
Refused to be interviewed	147	14

-f) Weighting Procedure

(i) General Public Sample

Two weighting schemes were applied to the general public sample: weighting for household size, and residual weighting.

Weighting For Household Size

The sample design for this study called for a probability sample of individuals. Because of the requirement that only one interview per household be conducted, the final unweighted sample is representative of households, not of individuals. This results from the fact that individuals from relatively large households are under-represented in the final sample. For example, in a household containing 5 eligible voters, each voter receives a 20% chance of selection; in a household containing 2 eligible voters, each voter received a 50% chance of selection. Under this scheme, each individual is not given an equal chance of selection, but rather those from small households are given a greater chance of inclusion. Adjustment, therefore, is necessary to compensate for these unequal probabilities. The weight applied to each informant's card is the reciprocal of the number of eligible voters contained in that informant's household.

Thus:

<u>No. Eligible In Household</u>	<u>Chance Of Selection</u>	<u>Weighting Factor</u>	<u>Resultant Probability*</u>
5	1/5	5/1 x 1/10	1/10
3	1/3	3/1 x 1/10	1/10
<u>2</u>	1/2	2/1 x 1/10	1/10
<u>Total .</u>	10		

The final adjusted or weighted sample is, therefore, representative of all individuals in the sampled universe.

Residual Weighting

Statistics of provincial voters by age, sex and community size are not available. The sample was adjusted to bring age, sex and community size groupings into their correct relative proportion according to the latest known universe statistics (1971 Statistics Canada data) for individuals 18 years of age and over in the Province of Ontario. The effect of including the non-eligible voter segments of the population in the sample adjustment is felt to be minimal because of the relatively small size of this segment of the population (estimated at about 2% of all adults living in Ontario).

The final weighting table for the general public sample is detailed on the following page.

* This assumes that the completion rate for each sample location is identical. In actuality, completion rates differ somewhat from location to location.

Community Size:											
Over 500 M			100 To 500 M			30 To 100 M			10 To 30 M		
Male	Fe-	male	Male	Fe-	male	Male	Fe-	male	Male	Fe-	male
36	31	17	16	3	12	2	12	4	2	3	5
0.25	0.29	0.29	0.31	1.00	0.33	1.00	0.17	0.75	1.50	2.00	1.00
93	63	38	44	54	33	5	20	27	36	39	63
0.53	0.79	0.58	0.52	0.28	0.42	1.80	0.45	0.41	0.25	0.46	0.25
53	74	18	34	16	16	2	11	15	18	34	63
0.70	0.49	0.94	0.44	0.69	0.63	4.00	0.64	0.53	0.44	0.44	0.24
90	109	29	32	28	35	15	32	16	14	31	63
0.40	0.33	0.55	0.53	0.36	0.32	0.47	0.22	0.50	0.57	0.48	0.24
75	64	42	35	23	29	11	13	12	25	24	37
0.34	0.41	0.29	0.37	0.35	0.31	0.45	0.46	0.50	0.28	0.58	0.32
31	29	31	39	17	19	13	29	16	49	59	30
0.81	1.24	0.95	0.46	0.53	0.58	0.46	0.31	0.56	0.23	0.31	0.53
--weighting factor											

Total Cross-Section After Adjustment
For Household Size:

Age:	
18 To 19--actual	
--weighting factor	
20 To 29--actual	
--weighting factor	
30 To 39--actual	
--weighting factor	
40 To 49--actual	
--weighting factor	
50 To 59--actual	
--weighting factor	
60 And Over--actual	
--weighting factor	

(ii) Student Sample

The student sample design allowed for more than one interview per household, and hence, no 'household' adjustment was necessary. In addition, no residual adjustment of age, sex or community size was applied because no precise statistics for this population group were available. Hence, the student sample tabular results are reported on the actual number of completions.

B. STATISTICAL TOLERANCES

As previously indicated, the replicated aspect of the design permits a calculation of a close estimate of the true standard error applicable to each statistic¹ in the report. Variances are reported at the 90% and 95% level of confidence on a number of key variables.

¹ The percentages shown below may differ slightly from those shown in the detailed tables. The use of replicated samples provide a revised estimate of the mean as well as a revised estimate of the sampling error. In most cases, the revised mean is not likely to differ from that reported in the tabular results.

Tolerance Limits (\pm) At:	
90% Level	95% Level
Of	Of
Confidence	Confidence
%	%

Educators:

Secondary School Teachers:

Overall Student Achievement Of
University Bound Students:

Improved a great deal	6.0	2.7	3.4
Improved a little	20.0	1.8	2.2
Remained the same	16.7	5.1	6.3
Deteriorated a little	38.1	1.5	1.9
Deteriorated a lot	14.1	2.6	3.3

Overall Student Achievement Of
CAAT Bound Students:

Improved a great deal	6.0	1.4	1.7
Improved a little	24.8	3.2	4.0
Remained the same	26.0	2.8	3.4
Deteriorated a little	29.1	4.3	5.4
Deteriorated a lot	7.8	1.7	2.1

Overall Student Achievement Of
Work Bound Students:

Improved a great deal	3.7	0.47	0.59
Improved a little	22.6	3.9	4.9
Remained the same	24.0	3.8	4.7
Deteriorated a little	35.0	3.5	4.4
Deteriorated a lot	10.3	1.5	1.9

Tolerance Limits (\pm) At:	
90% Level Of Confidence	95% Level Of Confidence
<u>%</u>	<u>%</u>

University Faculty:

Overall Achievement Of
Students At Undergraduate
Schools:

Improved a great deal	3.3	1.4	1.8
Improved a little	19.9	2.4	3.0
Remained the same	22.0	1.6	2.0
Deteriorated a little	9.3	3.8	4.8
Deteriorated a lot	10.3	2.4	3.0

CAAT Faculty:

Overall Achievement Of
Students At CAATs:

Improved a great deal	22.7	4.8	6.0
Improved a little	37.1	0.9	1.1
Remained the same	18.0	2.5	3.1
Deteriorated a little	15.2	3.9	4.9
Deteriorated a lot	1.0	0.8	1.0

		Tolerance Limits (\pm) At:	
		90% Level	95% Level
		Of	Of
		Confidence	Confidence
		%	%
Proficiency In Basic Language Skills Has Deteriorated:			
Secondary school teachers	67.0	3.7	4.7
University Faculty	69.0	2.8	3.5
CAAT Faculty	69.7	3.5	4.4
Proficiency In Basic Math Skills Has Deteriorated:			
Secondary school teachers	49.9	4.5	5.6
University Faculty	39.8	3.4	4.3
CAAT Faculty	57.3	1.2	1.5
Best Method For Determining Proficiency:			
Compulsory Core Subjects--SSGD:			
School Achievement Examinations And Evaluations By Teachers:			
Secondary school teachers	29.4	2.0	2.5
University Faculty	18.3	3.1	3.9
CAAT Faculty	13.5	3.4	4.3
Provincial Achievement Examinations And Evaluation By Teachers:			
Secondary school teachers	19.2	5.8	7.2
University Faculty	24.4	2.8	3.5
CAAT Faculty	30.8	6.2	7.7
Standardized Achievement Tests And Evaluation By Teachers:			
Secondary school teachers	20.3	1.1	1.4
University Faculty	20.1	3.9	4.9
CAAT Faculty	27.8	1.1	1.4

		Tolerance Limits (\pm) At:	
		90% Level Of Confidence	95% Level Of Confidence
	%	%	%
<u>External Provincial Achievement Examinations:</u>			
Secondary school teachers	6.9	2.9	3.6
University Faculty	18.5	2.8	3.5
CAAT Faculty	15.0	3.9	4.8
<u>Best Method For Determining Proficiency:</u>			
<u>Compulsory Core Subjects--SSHGD:</u>			
<u>School Achievement Examinations And Evaluation By Teachers:</u>			
Secondary school teachers	7.8	2.3	2.8
University Faculty	6.6	1.5	1.9
CAAT Faculty	7.8	2.5	3.1
<u>Provincial Achievement Examinations And Evaluation By Teachers:</u>			
Secondary school teachers	33.2	6.2	7.7
University Faculty	34.2	3.7	4.7
CAAT Faculty	38.7	2.7	3.4
<u>Standardized Achievement Tests And Evaluation By Teachers:</u>			
Secondary school teachers	17.1	0.8	1.0
University Faculty	14.2	4.0	5.0
CAAT Faculty	19.6	2.5	3.2
<u>External Provincial Achievement Examinations:</u>			
Secondary school teachers	12.7	5.1	6.4
University Faculty	30.8	3.2	4.0
CAAT Faculty	21.2	2.8	3.5

Tolerance Limits (\pm) At:	
90% Level Of Confidence	95% Level Of Confidence
<u>%</u>	<u>%</u>

General Public And Students:

Perceived Performance Of
Secondary School Graduates:

Basic Reading And Writing
Skills Have Deteriorated:

General Public	53.8	1.9	2.4
Students	59.0	3.5	4.4

Basic Math Skills Have
Deteriorated:

General Public	34.9	2.9	3.6
Students	28.6	3.7	4.7

Quality Of Education Re-
ceived By Students At
High School:

General Public:

Improved a great deal over the last 10 years	9.5	1.7	2.1
Improved a little over the last 10 years	21.3	2.7	3.4
Remained the same	15.4	2.8	3.5
Deteriorated a little over the last 10 years	32.3	1.1	1.3
Deteriorated a lot over the last 10 years	13.9	1.1	1.3

Students:

Improved a great deal over the last 10 years	10.2	2.5	3.1
Improved a little over the last 10 years	35.6	6.3	7.9
Remained the same	11.2	2.3	2.9
Deteriorated a little over the last 10 years	30.1	3.4	4.3
Deteriorated a lot over the last 10 years	10.1	1.2	1.4

		Tolerance Limits (\pm) At:	
		90% Level Of Confidence	95% Level Of Confidence
	%	%	%
<u>Quality Of Education Re-</u> <u>ceived By Students At CAATS:</u>			
<u>General Public:</u>			
Improved a great deal over the last 5 years	79.9	1.9	2.3
Improved a little over the last 5 years	39.0	3.1	3.8
Remained the same	22.1	1.4	1.8
<u>Students:</u>			
Improved a great deal over the last 5 years	20.4	4.5	5.6
Improved a little over the last 5 years	45.6	2.1	2.6
Remained the same	18.7	4.2	5.3
<u>Quality Of Education Re-</u> <u>ceived By Students At Uni-</u> <u>versities:</u>			
<u>General Public:</u>			
Improved a great deal over the last 10 years	13.0	3.5	4.4
Improved a little over the last 10 years	28.0	2.1	2.6
Remained the same	25.9	3.1	3.9
<u>Students:</u>			
Improved a great deal over the last 10 years	13.8	2.3	2.9
Improved a little over the last 10 years	36.0	5.3	6.6
Remained the same	22.6	3.0	3.8
<u>Attitude Toward Compulsory</u> <u>Core:</u>			
<u>Certain Subjects Should Be</u> <u>Compulsory:</u>			
General Public	77.1	4.0	4.9
Students	81.7	3.6	4.5

C. QUESTIONNAIRE DEVELOPMENT

1. Introduction

The questionnaires for the educator and general public studies were developed in two stages ... qualitative research and pre-testing of questionnaires.

The results of the qualitative investigation are reported in the following section.

2. Qualitative Research

-a) Methodology

In order to understand the vocabulary of various population groups, and to gain an initial understanding of the types of attitudes extant within these groups a programme of qualitative research was initiated as a preliminary exercise. The qualitative approach was not designed to be an exhaustive in-depth study of attitudes toward education among all the population groups of interest to the Ministries. Rather, it was designed to provide concrete guidelines for the construction of questionnaires that have as their specific focus the interface between the secondary and post-secondary institutions in Ontario.

An exploratory qualitative phase was deemed important because of the unique contributions this type of research can make to the final quantitative phase. In an area as broad as "education", and in an attempt to direct meaningful questions to people with very divergent levels of experience and expertise within the field of education, a qualitative investigation is especially helpful because it can eliminate many superfluous issues, and help crystalize the areas of particular interest to each of the sub-groups.

The qualitative techniques employed were the individual in-depth interview and the focus group discussion. (see 2 -e) The Technique).

The following table summarizes the research programme undertaken:

-i) Group Discussions

University Faculty

1. University of Toronto, St.George Campus, Toronto, Ontario.
Representatives of various disciplines
all currently teaching first year students.
2. Lakehead University, Thunder Bay, Ontario.
Representatives of various disciplines
all currently teaching first year students.

CAAT Faculty

3. George Brown College of Applied Arts and Technology and
Seneca College of Applied Arts & Technology, Toronto,Ontario.
Representatives of various disciplines
all currently teaching post-secondary courses.
4. Confederation College, Thunder Bay, Ontario.
Representatives of various disciplines
all currently teaching post-secondary courses.

First Year University Students

5. University of Toronto, St.George Campus, Toronto, Ontario.
Representatives of various disciplines.

First Year CAAT Students.

6. Confederation College, Thunder Bay, Ontario.
Representatives of various disciplines.

General Public

7. Parents with secondary school education who have
children in grades 12 or 13.
Total Family income \$15,000 - \$30,000.
1/2 Male; 1/2 Female.
Toronto, Ontario.

-ii) Individual Interviews

Post-Secondary Educators

1. University Administrator, University of Toronto.
2. CAAT Administrator, George Brown College of Applied Arts and Technology.

Employers

3. Personnel Officer, Package Goods Firm, Toronto.
4. Personnel Officer, Financial Institution, Toronto.
5. Personnel Officer, Manufacturer of Computer Equipment, Toronto.
6. Personnel Officer, Oil Company, Toronto.
7. Personnel Officer, Paper Processing Plant, Thunder Bay.
8. Personnel Officer, Financial Institution, Thunder Bay.
9. Personnel Officer, Construction Firm, Thunder Bay.

Secondary School Teachers

10. History - Grades 11, 12 and 13, Mississauga, Ont.
11. Mathematics - Grade 13, Mississauga, Ont.
12. English - Grades 12, 13, Mississauga, Ont.
13. French - Grade 12, Mississauga, Ont.
14. Physics - Grades 12, 13, Mississauga, Ont.
15. Guidance Counsellor - Mississauga, Ont.
16. Science - Grade 13, Thunder Bay, Ont.
17. History - Grades 12, 13, Thunder Bay, Ont.
18. English - Grade 12, Thunder Bay, Ont.
19. Mathematics - Grades 12, 13, Thunder Bay, Ont.

Secondary School Students

Grade 12 - Work Bound Student

- 20. 1- Mississauga, Ontario
- 21. 2- Thunder Bay, Ontario

Grade 13 - Work Bound Student

- 22. 1- Mississauga, Ontario

Grade 12 - College Bound Student

- 23. 2- Thunder Bay, Ontario

Grade 12 - University Bound Student

- 24. 1- Mississauga, Ontario

Grade 13 - College Bound Student

- 25. 1- Thunder Bay, Ontario
- 26. 2- Mississauga, Ontario

Grade 13 - University Bound Student

- 27. 1- Thunder Bay, Ontario
- 28. 2- Toronto, Ontario.

General Public

Parents with University Bound Children *

- 29. Male - Toronto, Ontario
- 30. Female - Toronto, Ontario
- 31. Female - Thunder Bay, Ontario
- 32. Male - Thunder Bay, Ontario.

Parents with College Bound Children *

- 33. Male - Toronto, Ontario
- 34. Female - Toronto, Ontario
- 35. Female - Thunder Bay, Ontario
- 36. Male - Thunder Bay, Ontario.

Parents with Work Bound Children *

- 37. Female - Thunder Bay, Ontario
- 38. Male - Thunder Bay, Ontario.

Parents whose Children have Completed Formal Education

- 39. Female - Toronto, Ontario
- 40. Male - Thunder Bay, Ontario
- 41. Female - Thunder Bay, Ontario.

Parent with No Children in Secondary School System

- 42. Male - Toronto, Ontario.

Adult with No Children

- 43. Female - Toronto, Ontario.

* All these parents have at least one child in Grade 12 or 13.

All interviews and group discussions were conducted between January 18, 1976 and March 23, 1976. Discussion outlines for the various population groups are appended to this report. (See -d) Discussion Guides).

As the above table demonstrates, a number of different variables were taken into account in selecting the population groups. The variables included are not intended to be exhaustive of all possible variables which might influence attitudes toward education and the specific questions related to the interface between secondary and post-secondary institutions, nor are the various representatives of the characteristics set forth in the table considered to be representative of the larger population. Rather, the decision to include a number of different factors in selecting the persons to be included in the qualitative exploration was made in order to provide input from as many different vantage points as possible within the budget, not timing constraints of the study.

-b) Results

The major results of the qualitative research are presented in the form of highlights in the following pages.

-i) Secondary Education

Despite the differences in familiarity with various components of the educational system, and despite the various levels of sophistication regarding educational theory, the attitudes expressed by all population groups studied display a remarkable consistency. If not otherwise specified, the findings presented can be applied equally well to all groups.

Regardless of their position in the educational system, all representatives of the teaching profession claim dissatisfaction with the preparation of their students. Thus, secondary school teachers are critical of the preparation provided at the primary level; university and college teachers are critical of the preparation provided at the secondary level.

Despite the criticisms expressed, most of the educators recognize that they would have complaints about student preparedness regardless of the teaching models used. This acknowledgement places the criticism in some perspective. Education is a traditional whipping post, and perhaps is a favorite among people who are professionally involved in the educational system.

Interestingly, each group of educators is careful to place blame elsewhere. There is little self-criticism.

Because more people are familiar with the secondary school system than either the university or community college systems, this strata tends to receive the most criticism. People, even if they have children bound for, or in, the post-secondary institutions, claim little understanding of these institutions' goals and objectives, and are not prepared to level criticism.

This reluctance seems to be related to the pervasive attitude that secondary education is a requirement -- it is compulsory, is obviously public, and because of this public image, can be subjected to the public's criticism. Furthermore, everyone who has been through secondary school becomes a de facto expert on the subject. The "advanced", "selective" and "technical" aura of colleges and universities contribute to their immunity from criticism.

It should be noted that there exists a marked disparity between educators and other population groups in the relative comfort each has in offering opinions about the structure and relationships of the educational system. Many people who are not educators are uncomfortable offering their opinions. This discomfort seems to derive from two factors -- the perception that education is a technical field and the "common man" is not the appropriate person to ask; and the public's tendency to react to the educational system rather than reflect on it. "I've never really thought about it" is a characteristic reaction to many of educational issues raised. People are often unwilling or unable on such short notice to generalize from the problems they and/or their children experienced. Their responses are often anecdotal, and in the case of parents, are often presented as faults with the children rather than faults with various facets of the system.

The objects of criticism, for the most part, are related to academic qualifications of students. Deterioration of basic communication and mathematical skills is the critical issue. The teachers claim that students' abilities to extract the key points from readings or lectures, to write clearly, to develop an argument and to perform basic arithmetic functions are less well developed with each passing year.

Students are quick to mention their deficiencies in these areas, and parents bemoan the fact that their children cannot perform these functions adequately.

Lack of discipline is posed as a major problem as well. Educators and students criticize the lack of academic discipline -- students are not trained to pursue arguments even when they encounter difficulties -- whereas the "general public" expresses concern about the laxness of behavioral discipline in the schools. Lack of respect for teachers, property, etc., a desire to return to the strap, to bring order into the secondary institutions are frequently mentioned.

The difference in the use of the term "discipline" indicates a fundamental difference in the perceived goals of secondary institutions among those people engaged in secondary or post-secondary education and those who are not directly involved. While they do not disavow the socializing functions of secondary institutions, the former groups perceive the primary function of the secondary institutions to be skill acquisition. The latter group is less decisive in its emphasis. Secondary schools should teach the basic

skills, or at least build on these skills, (everyone maintains that initial skill development in the 3 R's is the role of the primary school), but they also have an important socializing function.

(It is possible that in their private discussions, educators would place more stress on the socializing functions of secondary institutions than they do in discussions which concentrate on their "professional" lives).

Isolation of the source of deterioration reveals a fundamental confusion. People are unwilling, and unable to isolate the source. There is a tendency to blame the secondary schools' curriculum, the lack of planned programmes with required courses, the disparity in standards of excellence across secondary schools, and the perceived lack of academic discipline in secondary schools.

These factors are facile in the sense that they represent a concrete change in the secondary programme, and thus are an obvious target for criticism. When a system does not produce as well as one expects, and there has been a concrete and recent change in this system, it is very easy to place blame on this change.

At the same time, people recognize that the secondary school system, and the changes that have been introduced in recent years are, in a sense, mirrors of changes taking place in the society as a whole. The technological advances, and the popular emphasis on personal skills and psychological well-being are filtering through the educational edifice. Educators recognize this to a greater extent than non-educators and are extremely uneasy about it.

They are torn between their desire to achieve and maintain rigid standards of academic excellence, and their desire to encourage the students' sense of self.

This fundamental confusion creates an atmosphere in which it is very difficult for people to generate strong recommendations for modifications within the system. Any one statement -- be it a return to a rigid secondary programme or the development of more avenues for personal growth -- is immediately equivocated. It seems that everyone wants academically well-prepared students who are full of imagination, creativity, and a heightened sense of self; and they do not know how to design an educational experience which will provide "the best of all possible worlds".

Recommendations for changes in secondary institutions are forthcoming, nonetheless. Essentially, all groups agree that serious consideration ought to be given to the establishment of a required core curriculum that would include first language composition, and mathematics. This core curriculum should be required of all students, regardless of their future plans in order to ensure that everyone who leaves a secondary institution with a diploma is capable of functioning in the society, and will not have, unknowingly, closed off the option of continuing his or her formal training.

There is some debate about the value of grade 13 in all groups. Those who argue in favour of maintaining it do so on the grounds that an extra year of school never hurts, or that it gives young people another year in which to mature before entering the work, college or university world. Those who argue against the continuation of grade 13 do so on the grounds that it is anachronistic.

-ii) Community Colleges And Universities

As stated previously, there is an in-built reluctance on the part of most people not directly involved with CAATs to make comments about them. This is true not only of the general public and students, but also of university staff and students. Even those people who claim little knowledge of the CAATs system claim that the goal of this set of institutions is the provision of technical education. These schools offer "practical" courses (the implication often being that universities offer "impractical" courses of study), courses that train people for jobs. Most people are aware that community colleges are obliged to take any graduate of a secondary institution in Ontario, but there is a sense that the "very bright" students do not attend these institutions. Instead, these students go to university. There is a hint of stigma attached to the CAATs, especially among university connected people. Despite this feeling, everyone expresses the tremendous value these institutions have in society. They train the workers. The farther removed an individual is from a university experience, the greater the value he or she places on community colleges. This tendency may derive from ignorance of the functions of universities, or from a strong belief that universities are over-valued -- a place for "rich kids" to waste time and taxpayers' money.

The general public has a more difficult time conceptualizing the roles or objectives of a university than of a community college. They understand universities to be "professional" schools -- places where doctors and lawyers are trained. There is little understanding of the "liberal arts" education. All educators, on the other hand emphasize the liberal arts training goals of university undergraduate education. They distinguish between this form of training

which enhances the culture of the student and of the society as a whole and skill development. Universities are not necessarily expected to provide the latter (with certain exceptions such as engineering).

For the general public the aura which keeps universities somewhat immune from criticism also seems operant in people's reluctance to discuss goals and objectives. Universities, to a greater extent than community colleges are mysterious "black boxes" -- students enter on one side and exit on another, but there is no comprehension of what takes place within.

Despite the lack of awareness among the general public, people in this group often agree with some of the educators that there is and ought to be a certain exclusivity about entrance to university.

Other educators would prefer that the university experience be made available to everyone -- they would like to give everyone "a chance to fail".

This difference of opinion among educators is also reflected in their attitudes toward remedial work. While all educators recognize the need, some resent the idea of universities and colleges being required to lower expectations and provide remedial work. Others are relatively indifferent to this development and accept the necessity.

In order to reduce the trend toward the provision of remedial work, people in all groups would prefer to see the initial training improved. Standardization of courses content and standards of performance are seen as necessary steps toward this improvement. Serious consideration was

also given to the re-establishment of standardized Provincially administered examinations. The establishment of such examinations would be of service to all people in the educational system and to employers. It would provide bench-marks for parents and students, as well as for university and college educators. There is no desire to simply revert back to the grade 13 departmental examinations -- this form of examination is thought to place unnecessary emotional strain on students. However, when actually called upon to make concrete suggestions, people seemed quite limited in their ability to recommend any other type of examination.

CAAT educators recognize that performance on a standardized examination would not be used as a criteria for entrance, but feel that if they had the results of such tests they could better guide students.

There seems to be a communication problem between all levels of the educational hierarchy, and between the general public and each level. There seems to be virtually no communication on any systematic or institutionalized basis between colleges and universities, or between universities and the public. Most people, be they educators or general public representatives are not particularly concerned about this lack of communication.

Community colleges are perceived to be relatively effective in communicating to the secondary institutions, to students, to employers and to the general public. The real lack of communication which concerns people is between the secondary schools and every other level. Parents are concerned that they are not informed of what transpires in the secondary

schools. If they were better informed, they might be in a better position to counsel their children. They realize that they can go to the schools to get information, but there is a strong sentiment that the school should take responsibility for initiating the communication.

Educators at post-secondary institutions would prefer the secondary schools to find out more about their expectations of graduates, and display a greater interest in tailoring their curriculum to meet these expectations. Where communication does exist between the secondary and post-secondary level, the communication issue seems to be paradigmatic of the interface question. The post-secondary levels are perceived by the public and educators alike to rely on the products of the secondary school system. Reliance characterizes the relationship between levels rather than mutual support, commonality of final goals, etc. Because there is no in-built reliance between the community colleges and the university systems, there is little apparent relationship between them, and little interest in nurturing a relationship.

-c) The Technique

-i) About Focus Group Discussions

The focus group discussion is an extremely useful tool in qualitative research. It entails the gathering together of 8-to-10 individuals, selected at random and screened to fulfill the requirements of the research. The group meets with a skilled moderator who leads the discussion. As the term suggests, the topic areas under discussion begin on a general level and as the discussion progresses, are focused into specific dimensions of the topic. The function of the moderator is to encourage open individual responses and facilitate group dynamics while leading the discussion from general to specific topic areas.

The atmosphere of the group discussion may be its most important asset. Individuals are often eager to discuss their impressions and opinions with others. After the initial warming up, always required among a group of strangers, a very relaxed and easy conversational flow develops.

Focus group discussions are especially useful in topic areas where the scope and nature of the public's response cannot be predicted. They can serve as a tool for defining the areas of interest, the major arguments, and the perspective from which a problem is viewed. It must be noted that such research cannot be interpreted with "statistical accuracy". Rather, qualitative research is valuable for showing direction on basic attitudinal components.

-ii) About Individual In-Depth Interviews

Just as focus group discussions permit the play of interactional dynamics, the individual depth interview allows for an extensive understanding of the attitudes and feelings of a single individual without the pressures of a group situation. The individual depth interview is an equally valid tool of qualitative research, though its emphasis tends to be more individually oriented. Thus, different kinds of information are generated in the individual interview than in the focus group discussions.

Such interviews can be conducted in a totally unstructured manner, or may take the form of a more open-ended structured interview.

-d) Discussion Guides

(i) Educators

- 1- I'd like to begin by asking you to tell me, as briefly as you can, what you consider to be the primary purpose of a University/CAAT/Secondary-School education. But I want you to disregard, at least for the moment, how well or poorly this purpose is being attained. In other words, tell me about the ideal world -- not the real one.

Are there other purposes or goals? Which is (are) most important? Do you think this view is shared by educators at the CAAT/Secondary School/University level?

And, what would you say is the primary purpose of a community college training? Secondary school training? University training? And, what are other goals of these institutions?

- 2- It is possible to look at the three post-elementary levels as being closed systems. Is this how you would characterize them? Why/why not? Does overlap exist? Where?

What do you think the linkages between the various institutions ought to be with regard to goal setting? The purpose of education? Curriculum?

And, where do the needs of labour and industry fit in?

3- We've talked generally about the organization and goals of the system. Now, I'd like to move to more specific questions.

Would you say that standards for academic achievement have changed in the past ten years? Where have you noticed changes (which concentrations; which level in the system)? Why do you think there has been so much press coverage about lower academic performance? Why have these changes occurred? Can you isolate the point in time and/or the place in the system where the problem starts; where remedial action can be taken?

Have you attempted to communicate your concerns to others? Who do you go to? What kind of response do you get?

4- The issues in education are tied to dollars and cents -- though there seem to be two opposite views held. One is that too much money has gone into education in Ontario for too small a return in terms of academic standards. The other is that budgets need to be expanded to provide an acceptable level of academic performance. How would you assess these views? Is public expenditure related to the issue of 'quality'? What would more money mean? Where should it go?

How much influence do you feel you, in your position, have in determining priorities? Where are these decisions made?

- 5- Now, I'd like to move on to the specific area of preparation and admission requirements.

What types of preparation should be provided for SSGD (Grade 12) and SSHGD (Grade 13) graduates?

- 6- Should courses and programs differ for college bound, and university bound students, and for those not planning post-secondary studies? If so, in what ways?

- 7- What degree of uniformity should there be across secondary schools in the level of achievement of their SSGH (Grade 12) and SSHGD (Grade 13) graduates?

-a) Should certain subjects be compulsory for secondary school graduates, and if so, which?

-b) Should all secondary institutions require the same level of achievement of their graduates in each subject area and if so, how should this be evaluated?

-c) Should a uniform set of performance criteria be established in certain key subject areas for all secondary school graduates?

-d) Should the level of achievement required of secondary school graduates differ for college bound versus university bound versus non-post-secondary bound students, and if so, what should it be in each case?

8- What are the present admission and placement practices of:

- a) the colleges of applied arts and technology,
- b) the universities?

How do you feel about them?

9- What should college and university admission policies be?

10- What characteristics of applicants should be considered for admission purposes?

11- What type of assessment procedures should be used for admission and placement purposes by (a) the colleges of applied arts and technology? (b) the universities?

- i) none, other than possession of SSGD or SSHGD;
- ii) SSGD and/or SSHGD marks;
- iii) standardized tests;
- iv) interviews with post-secondary faculty;
- v) secondary school teachers' recommendations;
- vi) provincial examinations, etc.

12- If a uniform testing program were to be implemented for the purpose of assessing applicants for:

- a) the colleges of applied arts and technology;
- b) the universities,

what type of tests should be employed and who should administer them?

- i) Achievement tests in specific subject areas?
- ii) General achievement tests?
- iii) Academic aptitude tests?
- iv) Intelligence tests?

13- What level of achievement in (the specified discipline areas) should be required for:

- a) the colleges of applied arts and technology,
- b) university entrance?

14- Should all universities (and all colleges) have the same admission requirements?

15- i) Should some SSHGD (Grade 13) graduates enter directly into second year university or second year college?

ii) Should some SSGHD (Grade 12) graduates enter directly into first year university?

16- How flexible are the colleges and the universities, at present, in giving advanced standing (and/or advanced placement)?

17- Should post-secondary institutions communicate regularly with the secondary schools concerning the progress of the students from those schools?

18- Should makeup courses involving subject matter normally taught in the secondary schools be offered at:

- a) the colleges of applied arts and technology,
- b) the universities?

19- Under what circumstances, if any, should there be regular (i.e., non-makeup) courses which are offered at both:

- a) some secondary schools and some colleges,
- b) some secondary schools and some universities?

20- What organizations or mechanisms exist for the co-ordination of courses, programs, between:

- a) the secondary schools and the colleges,
- b) the secondary schools and the universities,

within each of the specified discipline areas?

(ii) General Public

i- What are your expectations of a secondary school graduate?
Should different expectations and programmes be made
available for work/college/university bound students?
How would the programmes differ? Discuss the following
related issues:

- Should a graduate be able to go out and get a job?
- Should a graduate have a sense of what kind of
career he/she wants to pursue? What are influ-
ential factors which determine career choice?
- What about development of interpersonal skills,
maturity, the ability to work with others, in-
dividual initiative, self-discipline?
- A high regard for learning?
- The ability to think through a problem and decide
the best way of solving it?
- Basic language skills?
- Knowledge of particular subjects (e.g., Canadian
studies, literature)?
- Any others?

2- How well do the secondary schools meet your expectations?
Is the problem at the secondary level? Why are they
succeeding/failing?

PROBE FOR:

- Lack of core curriculum courses - required courses?
- "Frivolous" courses;
- poor teachers;
- general societies attitudes; is education following a trend in society?
- Lowered standards;
- no uniform expectations, e.g., standardized exams;
- discipline (applying self; personal);
- freedom of student choice in curriculum;
- remedial training.

Now what role do you think community colleges play? What is your expectation of a college graduate? Who should go to a community college?

- curriculum (different/similar in any way from university/secondary school).

What standards, if any, should be established for admission? What are the major goals of community colleges? How do these differ from secondary school goals? Should they?

What role do you think universities play? What is your expectation of a university graduate? Who should go to a university?

- curriculum (1st year - different/similar in any way from community colleges/secondary schools)

- 6- What standards, if any, should be established for admission? What are the major goals of universities? How do these differ from secondary school goals?
- 7- Do you think the current education levels mesh with one another?
- Satisfied with system.
 - System should be changed/how?
Departmentals, standardized tests?
Who administers?
 - Marks are/are not satisfactory entrance requirement.
- How do you think students feel about the educational system?
- Is there enough communication between the three tiers; between the school system and the public. What about information explaining admissions requirements for university/community college.

(iii) Secondary School Students

1- Primary Purpose/Role Of A University Education

- Ideal rather than real world
- how well or poorly this is being achieved
- other purposes/goals
- most important
- primary purpose of: community college training
secondary school training
- what other goals do they have.

2- Three Post-Elementary Levels Relationship

- are they closed systems
- why/why not
- does overlap exist
- where
- what should the linkages be for: goal setting
purpose of education
curriculum
needs of labour/industry.

3- Changing Standards

- perceptions of whether standards for academic achievement
have changed in the past 10 years,
- in what way
- at what level in the system
- why have the changes occurred
- at what point in time or place in the system does the
problem start
- what remedial action can be taken
- have you attempted to communicate your concern to others
- who
- what is the response?

4- Preparation and Admission Requirements

- what type of preparation for Grade 12/13
- difference for those entering: university
college
neither
- should there be uniformity among secondary schools:
 - compulsory subjects/which ones
 - same level of achievement/evaluation
 - uniform performance criteria in key subject areas
 - different level of achievement depending on where student is going/what.
- what are the practices of: college of applied arts and technology,
universities,
what is your feeling,
what should policies be?

5- Future Admissions Policy

- characteristics of applicants for admission:
- assessment procedures for admission:
 - none but graduates,
 - marks,
 - standardized tests,
 - interviews with post-secondary faculty,
 - secondary school teachers' recommendations,
 - provincial examinations.
- should this differ for: colleges of applied arts and technology,
universities?

3. Pre-Testing Of Questionnaires

The pre-test phase of the research is an important step in the development of the final questionnaire. At this stage, several criteria are applied to assess the viability of the structured questionnaires. These criteria include the following:

- a) the communication effectiveness of the questionnaire both in terms of the respondent's ability to comprehend the questions and their ability to adequately respond to them;
- b) the appropriateness of the interview method for administering the questions;
- c) the format of the questionnaire in terms of the presentation and layout of the questions so as to minimize recording errors;
- d) the length of the interview so as to combat respondent fatigue.

The following summarizes the procedures followed for the pre-test phase of both the educator and general public/student questionnaires.

Educators

Consideration of the optimum methodology for this population group took two important factors into account: the need to access faculty before the end of the school term and the recognition that the faculty groups would be busy with examinations and other year end duties. It

was thus deemed advisable to design a questionnaire which could be self-completed. This would allow respondents to self-select a period of time most convenient to them in which to complete the questionnaire.

For the University faculty pre-test, Canadian Facts' field representatives personally visited pre-designated institutions in order to recruit individuals to take part in the pre-test. For the CAAT faculty and secondary school teachers pre-tests, special 'contact' persons at specific institutions co-operated with Canadian Facts in recruiting individuals for the pre-test. For each of the three educator groups special controls were established to ensure that the pre-tests were conducted among faculty from various discipline groups and with varying years of experience.

Individuals were asked to self-complete the questionnaire. A special form was provided to record any problems encountered with the questionnaire in terms of comprehension, response categories, care of recording responses. Completed questionnaires were retrieved by Canadian Facts' field representatives. The following details the number of completed pre-tests for each of the three educator groups.

University Faculty--15 pre-test questionnaires completed by faculty at the University of Toronto (Scarborough College) and McMaster university.

CAAT Faculty--9 pre-test questionnaires completed by faculty members at the Centennial College of Applied Arts and Technology.

Secondary School Teachers--8 questionnaires completed by staff members at a secondary school in Mississauga.

The pre-test findings were carefully rescreened and necessary changes and modifications to the design of the questionnaires were subsequently made.

General Public And Students

'Self-completed' questionnaires were to be distributed to members of the general public and students following a brief personal interview. Canadian Facts' field representatives personally installed the pre-test questionnaire with individuals randomly selected to take part in the pre-test. In order to ensure a good representation of the general public and students, controls were established so that individuals varied in terms of several pre-established characteristics. For the general public these characteristics included sex, city size (Toronto and Belleville), educational background, marital status, possession of children and status of children in the educational system. The controlled variables for the student pre-tests included sex, level in the school system (Grades 12 and 13, university and CAAT undergraduate levels) and community size (Toronto and Belleville).

Completed pre-tests were personally picked up by Canadian Facts' field representatives. The total number of completed interviews following this procedure were as follows:

General Public--20 self-administered pre-test
questionnaires.

Students--20 self-completed pre-test questionnaires.

Review of the pre-test findings indicated the desirability of changing the interview format from self-administered to personal. It was felt that this change would improve the overall quality of information obtained for the following reasons:

- a) A large proportion of the general public and secondary school students were somewhat uneasy responding to questions about the post-secondary education systems. This uneasiness stemmed in part from their lack of familiarity with these institutions. It was felt that a personal interview setting, which provides for a good rapport between interviewer and respondent would be of assistance in overcoming the respondents initial reticence about commenting on the university and CAAT education systems.
- b) The personal interview technique allowed for a more 'interesting' questionnaire because a wider variety of questioning techniques could be employed.
- c) It was anticipated that each of the above factors would contribute to a higher overall completion level.

The questionnaire was re-designed for a personal interview and then pre-tested. The number of completed pre-tests was as follows:

General Public--10 completed personal interviews.

Students--10 completed personal interviews.

D. INTERVIEWING PROCEDURE

1. Educators

In order to inform the secondary schools, universities and CAATs, about the research project a public relations program was initiated by the Ministries. Each of the institutions (all of the universities and CAATs and the pre-selected sample of secondary schools) was sent a document outlining the purpose of the research and soliciting co-operation. A special contact person was designated at each institution to liaise with Canadian Facts on any matters pertaining to the execution of the research. An internal memo was then circulated to faculty members within each institution in order to advise them of the study and the possibility of their participation in it.

Prior to the data collection stage, a Canadian Facts' representative telephoned the contact person at each institution to inform him of the dates and procedures for expecting the field work.

Questionnaires were then distributed by Canadian Facts' representatives to the pre-selected faculty members at their respective institutions. In a few cases (the more remote areas of the northern part of the province) questionnaires were mailed directly to the designated faculty.

Faculty members were asked to self-complete the questionnaire within a specified period of time. Non-responders were followed up either in person or by telephone. Completed questionnaires were personally picked up. In a few cases questionnaires were mailed back directly to Canadian Facts.

Data collection took place during the following time periods:

- University Faculty --March 19 - End of May;
- CAAT Faculty --March 29 - End of June;
- Secondary School Teachers--May 25 - End of June.

French versions of the questionnaire were available to those individuals who preferred to reply in the French language.

General Public And Students

Selected individuals were personally interviewed in their homes by Canadian Facts' interviewers. The interviewing staff was provided with a letter of introduction from the Ministries soliciting co-operation. The interviewing time ranged from 40 to 60 minutes.

Interviewing took place during the months of July and August, 1976.

E. QUESTIONNAIRE DESIGN

1. Educators

A possible source of bias in any research stems from the positioning, or order of presentation of the various research questions. In a self-administered questionnaire special steps have to be taken to compensate for this possible source of bias. The procedure requires that several versions of the questionnaire are prepared each presenting questions or specific elements of questions in a different sequence. The following details the questionnaire versions developed for each of the three educator groups.

-a) University Faculty

A major portion of the questionnaire dealt with questions pertaining to the possible objectives of secondary school, university and CAAT education, and, the perceived success of each of these institutions in successfully meeting these possible objectives. The specific objectives addressed in the questionnaire numbered eight for secondary school education and seven for the post-secondary institutions. A full rotation of the order of presenting these specific objectives in the questionnaire was executed as follows:

<u>Questions:</u>	<u>Type Of Rotation</u>	<u>Number Of Versions</u>
Objectives Of Secondary School	FULL	8
Success Of Secondary School In Achieving Objectives	FULL	8
Objectives Of Undergraduate Schools Of Universities	FULL	7
Success Of Undergraduate Schools In Achieving Objectives	FULL	7
Objectives Of CAATs	FULL	7

In total 37 different versions of the questionnaire were prepared.

-b) CAAT Faculty

The procedure for the CAAT questionnaire followed that of the university instrument. In total 37 different versions of the questionnaire were prepared.

-c) Secondary School Teachers

Secondary school teachers were asked to indicate possible objectives and the perceived success of secondary school education for three classifications of students. The specific objectives for secondary schools addressed in the questionnaire numbered eight.

The order of presenting the university and CAAT sections of the questionnaire were rotated so that half of the respondents evaluated universities first and half evaluated CAATs first. Within each of these two sections, the specific elements of the objective questions for universities and CAATs was fully rotated.

The following details the nature and number of different versions prepared for the secondary school questionnaire.

<u>Questions:</u>	<u>Type Of Rotation</u>	<u>Number Of Versions</u>
Objectives Of Secondary School Education	3 (Classifications of students) x 8 (objectives)	24
Success Of Secondary School In Achieving Objectives	3 (Classifications of students) x 8 (objectives)	24
Objectives Of Undergraduate Schools Of Universities	FULL (7) rotations on objectives) x 2 (order of presenting section)	14
Objectives Of CAAT	FULL (7) rotations on objectives) x 2 (order of presenting section)	14

The total number of different versions prepared for this study was 76.

2. General Public And Students

The design of the general public and students study called for a personal interview. Many of the specific elements contained in many of the questions were rotated by means of show cards. For example, sixteen statements were developed for the objectives question for secondary schools. Each of these statements was printed on a special card. These cards were shuffled by the interviewer and then presented, one at a time, to the respondent. This procedure was followed for the following questions.

Secondary School Section

Questions 2, 3, 4, And 7--Shuffle cards;

University Section

Questions 1, 2, And 7 --Shuffle cards;

CAAT Section

Questions 1, 2, And 7 --Shuffle cards.

In addition, the order of presenting the university and CAAT sections of the questionnaire were rotated with one-half of all respondents evaluating universities first and one-half evaluating CAATs first.

F. QUALITY CONTROL

1. Field Verification

-a) Educators

The educator portion of the research required that interviewers visit specified institutions and distribute questionnaires to pre-designated faculty members. After a specified period of time, questionnaires were picked up and returned to Canadian Facts. A special control code on the questionnaire indicated the specific institution to which the questionnaire was directed.

Field verification through check-back interviews is not possible for self-administered questionnaires. For this study the following verification procedures were followed:

- i) a master file of the pre-selected sample of faculty within each institution was prepared;
- ii) completed questionnaires were, in most instances, voluntarily signed by the respondent. Respondents names which did not correspond with those on the master file were classified as non-completions;
- iii) any completed questionnaires which were knowingly passed along to another faculty member to complete were rejected and classified as non-completions.

-b) General Public And Students

A validation questionnaire was prepared for the general public and student studies. Questionnaires included the respondents' age, occupation of head of house, interview method (i.e., personal), a procedural question regarding the use of show cards and a specific question toward the end of the interview. A copy of the check-back questionnaire is available in the technical document, Volume II Field Materials.

One questionnaire per stint (a stint being the number of interviews completed in one interviewer work period) was checked by telephone at the local level, that is, by field supervisors using this validation questionnaire. A further telephone validation was carried out by staff members at Toronto Head Office. One in every twenty stints of all studies at Canadian Facts are 100% validated. Validation of specific stints for this particular study were part of the general procedure. The level of field validation on the general public and student study was 17%.

2. Editing

All interviews were edited for acceptability according to criteria of completeness and accuracy. Editors' checks included the following: patterns in coding or checking sequences, patterns in open-end replies, consistency of answers, mechanical recording errors and missing information.

Missing entries were filled in, and apparently erroneous entries were corrected only when the requisite information could be clearly and validly inferred from the existing entries on the questionnaire.

3. Coding

The procedure for setting up the codes for this study was as follows:

- the codes were set up by the coding supervisor in conjunction with the project director who gave final approval;
- coders assigned to the study were personally briefed by the project director to ensure that they were familiar with the study requirements;
- since the educators tended to provide long and sometimes detailed 'essay' responses to open-end questions a special 'content' analysis approach was devised for grouping the responses;
- the codes developed for the educator study were kept as comparable as possible among the three sub-groups, that is university faculty, CAAT faculty and secondary school teachers;
- 100% of eligible questionnaires from the educator portion of the study and 75% of the general public and students were used as the basis for developing codes.

4. Punching And Tabulation

The tabulation plans were designed by the Project Director in consultation with the Ministries.

Verification of keypunching followed standard procedures which ensure accuracy of punching after computer cleaning was less than four in every ten thousand keystrokes.

The card cleaning process was as follows:

- all cards were cleaned prior to or in the course of the tabulations, and all errors were checked back to the questionnaire;
- all columns were cleaned to correct errors, missing and illegal punches;
- all dependent questions were checked for answers by eligible respondents;
- inter-related responses were cross-checked for consistency and corrected when (and only when) it was determined that this could be done with validity;
- all card columns were single punched;
- the single punch requirements necessitates that a limit be placed on the amount of information tabulated from open-ended questions. For this study, the first three responses to all open-end questions were tabulated.

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IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:			LANGUAGE:			
	TOTAL		TOTAL		50					OVER			FR-			
	FE-		UNDER		VRS & TOR-					500 M			ENCH			
	MALE		20		OLDER					100 M			30 M			
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	317	172	124	391	49	955
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S																
READING SKILL																
AVERAGE RATING *	6.12	6.05	6.18	6.04	5.88	6.08	6.17	6.14	6.14	6.10	6.13	5.99	6.43	6.08	6.45	6.10
STANDARD DEVIATION	1.31	1.34	1.29	1.32	1.46	1.26	1.32	1.31	1.34	1.33	1.28	1.35	1.07	1.37	1.05	1.33
STANDARD ERROR	.004	.006	.006	.008	.020	.008	.007	.008	.007	.005	.007	.010	.010	.008	.014	.004
CONTINUE TO DEVELOP STUDENT'S																
ABILITY TO EXPRESS IDEAS CLEARLY																
IN WRITTEN FORM																
AVERAGE RATING *	6.05	6.10	5.99	5.94	5.88	5.96	6.16	5.98	6.06	6.03	6.06	5.81	6.30	6.07	6.42	6.03
STANDARD DEVIATION	1.22	1.19	1.27	1.13	.95	1.15	1.26	1.34	1.20	1.27	1.18	1.32	1.17	1.20	1.09	1.22
STANDARD ERROR	.004	.006	.006	.006	.013	.007	.007	.007	.007	.005	.006	.010	.011	.007	.015	.004
CONTINUE TO DEVELOP STUDENT'S																
ABILITY TO EXPRESS IDEAS CLEARLY																
IN VERBAL FORM																
AVERAGE RATING *	6.15	6.18	6.12	6.09	5.91	6.13	6.23	6.12	6.16	6.18	6.11	6.07	6.40	6.16	6.65	6.13
STANDARD DEVIATION	1.18	1.17	1.19	1.10	1.02	1.14	1.13	1.24	1.23	1.14	1.22	1.14	.97	1.15	.85	1.15
STANDARD ERROR	.004	.005	.005	.006	.013	.007	.006	.007	.007	.004	.006	.009	.009	.006	.010	.004

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:			LANGUAGE:			
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	500 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - WEIGHTED																
	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR																
AVERAGE RATING *	6.25	6.08	6.41	6.04	5.84	6.08	6.28	6.42	6.17	6.29	6.16	6.21	6.60	6.25	6.69	6.22
STANDARD DEVIATION	1.14	1.25	1.04	1.19	1.31	1.17	1.14	1.05	1.22	1.10	1.24	1.16	.84	1.14	.76	1.18
STANDARD ERROR	.004	.006	.005	.007	.021	.008	.006	.006	.007	.004	.007	.009	.008	.006	.010	.004
CONTINUE TO DEVELOP STUDENT'S SKILL IN MATHEMATICS																
AVERAGE RATING *	6.07	6.12	6.03	5.86	5.93	5.84	6.16	6.15	6.03	6.08	5.99	6.03	6.21	6.12	6.63	6.04
STANDARD DEVIATION	1.21	1.15	1.23	1.19	1.07	1.23	1.21	1.20	1.22	1.22	1.27	1.16	1.13	1.21	.86	1.22
STANDARD ERROR	.004	.005	.006	.007	.014	.008	.006	.007	.007	.005	.007	.009	.011	.007	.011	.004
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB																
AVERAGE RATING *	5.84	5.81	5.86	5.72	5.54	5.77	5.75	6.04	5.83	5.85	5.79	5.70	6.09	5.86	6.32	5.61
STANDARD DEVIATION	1.44	1.48	1.45	1.49	1.84	1.37	1.51	1.32	1.29	1.50	1.30	1.57	1.42	1.56	1.28	1.40
STANDARD ERROR	.005	.007	.006	.008	.024	.009	.009	.007	.007	.006	.007	.013	.013	.009	.015	.005

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:	
	TOTAL	FE-	UNDER	UNDER	50	YRS &	TOR-	OVER	100 -	30 -	UNDER	FR-			
	MALE	MALE	30	20	20-29	30-49	ONTO	OTHER	500 M	100 M	30 M	ENCM	OTHER		
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	124	391	49	955	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	115	333	51	949	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
CONTINUE TO DEVELOP STUDENT'S SELF-CONFIDENCE AND SELF-ESTEEM															
AVERAGE RATING*	5.89	5.84	5.94	5.85	5.39	5.94	5.93	5.88	5.87	5.90	5.75	5.85	6.14	5.87	
STANDARD DEVIATION	1.38	1.40	1.36	1.31	1.44	1.30	1.38	1.45	1.39	1.37	1.36	1.49	1.40	1.40	
STANDARD ERROR	.005	.007	.007	.008	.019	.009	.008	.009	.008	.006	.011	.009	.024	.005	
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE															
AVERAGE RATING *	6.06	6.00	6.12	5.91	5.50	6.00	6.12	6.12	6.01	6.09	6.02	6.01	6.30	6.05	
STANDARD DEVIATION	1.27	1.33	1.19	1.23	1.36	1.17	1.29	1.30	1.37	1.20	1.11	1.36	1.26	1.26	
STANDARD ERROR	.004	.006	.006	.007	.018	.007	.007	.007	.008	.005	.009	.008	.016	.004	
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS															
AVERAGE RATING *	6.12	6.01	6.22	5.95	5.84	5.97	6.18	6.22	6.08	6.15	5.97	6.14	6.44	6.10	
STANDARD DEVIATION	1.24	1.35	1.10	1.37	1.27	1.37	1.29	1.15	1.18	1.23	1.22	1.17	1.21	1.23	
STANDARD ERROR	.004	.006	.005	.008	.017	.009	.007	.007	.007	.005	.009	.008	.018	.004	

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:	
	TOTAL MALE	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	ONTO	TOP- OTHER	OVER 500 M	100 M	30 M	UNDER FR- ENCH	OTHER	
BASE FOR PERCENTAGES - WEIGHTED	1000 492	508	301	56	245	374	326	341	659	375	177	115	333	51	949
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY															
AVERAGE RATING *	6.03	5.87	6.18	5.46	5.66	5.39	6.23	6.33	5.81	6.14	5.76	5.99	6.44	6.21	6.43
STANDARD DEVIATION	1.42	1.60	1.23	1.66	1.45	1.73	1.30	1.17	1.54	1.37	1.51	1.37	1.25	1.33	1.05
STANDARD ERROR	.005	.007	.006	.010	.020	.011	.007	.007	.008	.005	.008	.010	.012	.007	.014
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY															
AVERAGE RATING *	6.01	5.92	6.08	6.04	6.14	6.00	5.94	5.96	6.03	5.93	5.81	6.27	6.11	6.27	5.99
STANDARD DEVIATION	1.22	1.31	1.14	1.10	1.00	1.18	1.29	1.24	1.21	1.23	1.29	1.08	1.22	1.17	1.24
STANDARD ERROR	.004	.006	.006	.007	.013	.009	.007	.008	.007	.005	.007	.010	.012	.007	.018
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION															
AVERAGE RATING *	5.65	5.53	5.76	5.55	5.64	5.81	5.65	5.55	5.64	5.67	5.65	5.38	5.95	5.69	6.14
STANDARD DEVIATION	1.44	1.52	1.34	1.33	1.31	1.33	1.45	1.49	1.45	1.40	1.45	1.45	1.35	1.40	1.25
STANDARD ERROR	.005	.007	.006	.008	.020	.008	.008	.009	.008	.006	.008	.011	.014	.008	.017

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL FLIGHTLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	UNDER 30	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	100 M	500 M	100 M	UNDER FR- ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	1304 100.0	442 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	42 100.0	955 100.0		
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0	
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING																
AVERAGE RATING *	6.18	6.15	6.21	6.13	5.79	6.20	6.22	6.19	6.04	6.25	6.06	6.43	6.29	6.59	6.16	
STANDARD DEVIATION	1.20	1.23	1.16	1.18	1.48	1.10	1.18	1.17	1.29	1.13	1.23	1.03	1.10	.98	1.20	
STANDARD ERROR	.004	.006	.006	.008	.020	.008	.007	.007	.007	.005	.010	.009	.008	.017	.004	
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS																
AVERAGE RATING *	5.75	5.69	5.80	5.68	5.59	5.70	5.75	5.81	5.61	5.81	5.64	6.09	5.84	6.18	5.72	
STANDARD DEVIATION	1.48	1.58	1.40	1.40	1.45	1.38	1.52	1.52	1.57	1.48	1.56	1.58	1.27	1.44	1.43	1.51
STANDARD ERROR	.005	.007	.006	.008	.020	.009	.008	.006	.009	.006	.012	.012	.008	.020	.005	
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																
AVERAGE RATING *	5.62	5.54	5.66	5.55	5.73	5.52	5.69	5.59	5.55	5.65	5.49	6.02	5.64	6.31	5.58	
STANDARD DEVIATION	1.39	1.50	1.33	1.44	1.19	1.47	1.35	1.42	1.37	1.42	1.41	1.37	1.16	1.47	1.23	1.40
STANDARD ERROR	.005	.007	.006	.009	.016	.010	.007	.008	.008	.006	.011	.011	.009	.019	.005	
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																
AVERAGE RATING *	4.11	6.14	6.06	6.16	5.89	6.23	6.18	5.95	6.01	6.13	6.03	5.88	6.37	6.18	6.31	6.10
STANDARD DEVIATION	1.15	1.16	1.20	1.16	1.41	1.04	1.12	1.26	1.27	1.17	1.23	1.17	.99	1.20	1.10	1.14
STANDARD ERROR	.004	.006	.005	.007	.019	.007	.006	.007	.007	.005	.006	.010	.010	.006	.015	.004

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
 X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL	FE- MALE	UNDER 30	UNDER 20	20-29	30-40	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 -	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																
AVERAGE RATING *	5.83	5.68	6.00	5.83	5.67	6.06	6.67	0	5.95	5.77	5.95	5.51	6.16	5.76	6.13	5.52
STANDARD DEVIATION	1.40	1.45	1.27	1.38	1.45	1.25	.42	0	1.08	1.50	1.06	1.81	1.06	1.45	1.19	1.38
STANDARD ERROR	.007	.010	.009	.007	.009	.010	.024	0	.009	.009	.009	.019	.017	.012	.030	.007
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM																
AVERAGE RATING *	6.04	5.95	6.15	6.04	5.93	6.20	6.67	0	6.06	6.04	6.06	5.93	6.33	5.97	6.38	6.03
STANDARD DEVIATION	1.16	1.17	1.09	1.14	1.21	1.03	.42	0	.94	1.20	.98	1.33	.96	1.26	.89	1.15
STANDARD ERROR	.006	.008	.008	.006	.007	.009	.034	0	.008	.007	.008	.014	.016	.011	.023	.006
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM																
AVERAGE RATING *	6.04	5.94	6.15	6.04	5.93	6.20	6.50	0	6.00	6.05	6.01	5.90	6.34	6.02	6.50	6.02
STANDARD DEVIATION	1.17	1.19	1.12	1.16	1.25	1.00	.50	0	1.03	1.26	1.04	1.32	.88	1.32	.79	1.19
STANDARD ERROR	.006	.008	.008	.006	.008	.008	.033	0	.009	.007	.008	.014	.016	.011	.019	.006

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	50 M	100 M	50 M	UNDER FR- ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	222 100.0	206 100.0	433 100.0	257 100.0	177 100.0	?	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR																
AVERAGE RATING *	5.90	5.63	6.19	5.89	5.80	6.03	6.50	0	5.99	5.85	5.93	5.70	6.19	5.86	6.31	5.83
STANDARD DEVIATION	1.41	1.52	1.28	1.42	1.53	1.28	.50	0	1.29	1.48	1.33	1.67	1.03	1.48	1.11	1.44
STANDARD ERROR	.007	.011	.010	.007	.010	.011	.033	0	.013	.009	.013	.018	.017	.014	.027	.008
CONTINUE TO DEVELOP STUDENT'S SKILL IN MATHEMATICS																
AVERAGE RATING *	5.46	5.56	5.36	5.46	5.53	5.35	7.00	0	5.26	5.55	5.25	5.40	5.66	5.63	6.00	5.44
STANDARD DEVIATION	1.37	1.41	1.31	1.37	1.36	1.42	0	0	1.31	1.40	1.32	1.51	1.40	1.34	1.06	1.38
STANDARD ERROR	.007	.009	.009	.007	.008	.011	0	0	.011	.008	.011	.016	.021	.012	.026	.007
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB																
AVERAGE RATING *	5.37	5.11	5.67	5.37	5.45	5.26	4.33	0	5.39	5.36	5.32	5.60	5.44	5.24	5.88	5.35
STANDARD DEVIATION	1.52	1.72	1.35	1.59	1.57	1.59	1.70	0	1.49	1.63	1.53	1.48	1.69	1.64	1.38	1.59
STANDARD ERROR	.008	.011	.010	.008	.010	.012	.112	0	.013	.010	.012	.018	.024	.014	.035	.008

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
 X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

Q116

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUR-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:	
	TOTAL	FE-MALE	UNDER 30	UNDER 20	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	50 M	100 M	UNDER 30 M	ENCH OTHER
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0
CONTINUE TO DEVELOP STUDENT'S SELF-CONFIDENCE AND SELF-ESTEEM														
AVERAGE RATING*	5.53	5.20	5.91	5.52	5.53	5.52	6.00	0	5.57	5.51	5.56	5.41	5.95	5.40
STANDARD DEVIATION	1.37	1.44	1.22	1.39	1.39	1.39	0	0	1.26	1.44	1.31	1.49	1.28	1.42
STANDARD ERROR	.007	.009	.009	.007	.009	.011	0	0	.011	.008	.010	.016	.020	.012
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE														
AVERAGE RATING *	5.52	5.30	5.76	5.51	5.39	5.68	6.50	0	5.72	5.42	5.67	5.35	5.88	5.31
STANDARD DEVIATION	1.42	1.51	1.31	1.43	1.48	1.34	.50	0	1.37	1.46	1.45	1.53	1.23	1.39
STANDARD ERROR	.007	.010	.010	.007	.010	.011	.033	0	.012	.009	.012	.016	.019	.013
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS														
AVERAGE RATING *	5.68	5.40	5.99	5.67	5.63	5.73	6.50	0	5.66	5.69	5.63	5.62	5.82	5.64
STANDARD DEVIATION	1.37	1.52	1.13	1.38	1.35	1.43	.50	0	1.35	1.38	1.34	1.37	1.19	1.53
STANDARD ERROR	.007	.010	.009	.007	.009	.011	.033	0	.012	.008	.011	.014	.018	.013

((CONTINUED))

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	50 M	30 M	UNDER 16	FR- ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	252 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY																
AVERAGE RATING *	5.05	4.72	5.44	5.05	5.21	4.83	4.67	0	4.84	5.16	4.75	5.22	5.34	5.18	5.63	5.03
STANDARD DEVIATION	1.67	1.74	1.49	1.67	1.60	1.70	2.61	0	1.60	1.69	1.66	1.60	1.71	1.64	1.29	1.67
STANDARD ERROR	.008	.012	.011	.008	.010	.013	.164	0	.013	.010	.013	.017	.024	.014	.033	.008
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY																
AVERAGE RATING *	5.85	5.71	5.99	5.65	5.84	5.84	6.33	0	5.82	5.86	5.85	5.60	5.98	5.95	6.19	5.83
STANDARD DEVIATION	1.19	1.30	1.11	1.20	1.23	1.20	.51	0	1.28	1.19	1.21	1.25	1.31	1.11	.99	1.23
STANDARD ERROR	.006	.009	.008	.006	.008	.010	.026	0	.012	.007	.011	.013	.020	.009	.025	.006
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION																
AVERAGE RATING *	5.45	5.31	5.60	5.44	5.29	5.64	6.33	0	5.58	5.38	5.61	5.20	5.58	5.38	6.00	5.43
STANDARD DEVIATION	1.37	1.35	1.41	1.37	1.41	1.35	.51	0	1.36	1.41	1.31	1.58	1.25	1.34	1.06	1.38
STANDARD ERROR	.007	.009	.010	.007	.009	.011	.026	0	.012	.009	.010	.016	.021	.012	.026	.007

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:				REGION:				COMMUNITY SIZE:				LANGUAGE:		
			TOTAL				YRS & TOR-				OVER				UNDER		
	FE-		30	20	20-29	30-49	OLDER	ONTO	OTHER	500 M	100 M	500 M	100 M	500 M	30 M	ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419	218	201	414	256	158	3	0	134	285	145	88	56	130	16	403	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16	422	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING																	
AVERAGE RATING *	5.80	5.67	5.97	5.80	5.65	6.02	6.50	0	5.78	5.81	5.84	5.65	6.23	5.69	6.00	5.80	
STANDARD DEVIATION	1.36	1.40	1.21	1.34	1.39	1.22	.50	0	1.36	1.35	1.33	1.56	1.01	1.27	1.06	1.33	
STANDARD ERROR	.007	.009	.009	.007	.009	.010	.033	0	.011	.008	.011	.016	.017	.011	.026	.007	
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS																	
AVERAGE RATING *	5.44	5.26	5.65	5.45	5.46	5.44	4.33	0	5.62	5.35	5.56	5.38	5.40	5.54	5.63	5.43	
STANDARD DEVIATION	1.54	1.56	1.47	1.54	1.56	1.50	.95	0	1.36	1.62	1.36	1.70	1.70	1.55	1.51	1.55	
STANDARD ERROR	.006	.011	.011	.008	.010	.012	.059	0	.011	.010	.011	.018	.024	.014	.039	.009	
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																	
AVERAGE RATING *	5.23	5.07	5.42	5.24	5.21	5.27	5.00	0	5.31	5.18	5.19	5.50	5.65	4.90	5.25	5.23	
STANDARD DEVIATION	1.40	1.60	1.30	1.47	1.38	1.62	.81	0	1.39	1.55	1.43	1.29	1.50	1.58	1.67	1.47	
STANDARD ERROR	.007	.011	.009	.007	.009	.013	.049	0	.012	.009	.012	.013	.022	.014	.042	.007	
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																	
AVERAGE RATING *	5.95	5.91	5.99	5.95	5.84	6.09	6.33	0	5.90	5.98	5.93	5.87	6.19	5.94	6.19	5.94	
STANDARD DEVIATION	1.18	1.18	1.15	1.16	1.24	1.08	.51	0	1.15	1.17	1.16	1.15	1.08	1.20	1.11	1.18	
STANDARD ERROR	.006	.007	.009	.006	.008	.009	.033	0	.009	.007	.010	.012	.018	.011	.027	.006	

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:																	FAMILY COMP. & ED. OF CHILD:																	
PRO/ EX/PG TOTAL		R/OWN OTHER		PUP. OR LESS		MIN. SOME S.S.		MIN. SOME P.S.		HAVE NO CHILD		TOTAL HAVE CHILD		CHILD FIN- ISHED		NOT IN SCH.		TOTAL IN PUB.		IN SS PUB.		IN SS OTHER PUB.		TOTAL IN SS TOTAL		IN POST SEC.		IN UNIV.		IN CAAT				
1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																																		
AVERAGE RATING *		6.12	6.21	6.11	6.17	6.06	6.20	6.22	6.17	6.00	6.08	6.13	5.95	6.11	5.93	5.75	6.31																	
STANDARD DEVIATION		1.31	1.22	1.34	1.35	1.36	1.24	1.21	1.28	1.36	1.10	1.30	1.52	1.43	1.50	1.62	1.03																	
STANDARD ERROR		.004	.013	.004	.008	.007	.008	.011	.005	.020	.013	.010	.015	.012	.019	.024	.021																	
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM																																		
AVERAGE RATING *		6.05	6.39	6.01	6.10	5.92	6.16	6.06	6.10	5.63	6.05	6.17	6.06	6.25	6.35	6.10	6.54																	
STANDARD DEVIATION		1.22	.94	1.27	1.26	1.29	1.22	1.13	1.24	1.50	1.10	1.26	1.24	1.26	1.18	1.33	1.32																	
STANDARD ERROR		.004	.009	.004	.008	.006	.008	.010	.005	.021	.014	.009	.013	.010	.015	.019	.026																	
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM																																		
AVERAGE RATING *		6.15	6.35	6.13	6.15	6.11	6.20	6.15	6.17	5.96	6.03	6.26	6.07	6.35	6.48	6.31	6.35																	
STANDARD DEVIATION		1.18	1.07	1.18	1.26	1.15	1.13	1.13	1.23	1.08	1.30	1.14	1.29	1.15	.91	.98	1.62																	
STANDARD ERROR		.004	.010	.004	.008	.006	.007	.010	.005	.016	.016	.008	.013	.009	.011	.015	.022																	

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
-----										-----									
PRO/	MIN.	MIN.	MIN.	MIN.	MIN.	MIN.	MIN.	MIN.	MIN.	TOTAL	CHILD	NOT	TOTAL	IN	SS	IN	SS	TOTAL	IN
EX/NG	PUB.	OR	SOME	SOME	SOME	SOME	SOME	SOME	SOME	FIN-	FIN-	IN	IN	IN	IN	IN	IN	IN	IN
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL	R/OWN	OTHER	LESS	S.S.	P.S.	CHILD	CHILD	CHILD	CHILD	ISHD	SCL.	PUB.	12-13	PUB.	SEC.	UNIV.	CAAT	ONT.	CAAT
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	44	26				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED

CONTINUE TO DEVELOP STUDENT'S
ABILITY TO USE CORRECT SPELLING
AND GRAMMAR

AVERAGE RATING *	6.25	6.25	6.24	6.33	6.22	6.28	6.33	6.32	6.48	6.16	6.28	6.09	6.31	5.88	5.73	6.08
STANDARD DEVIATION	1.14	1.10	1.18	1.09	1.21	1.11	1.14	1.13	.92	1.10	1.20	1.40	1.21	1.37	1.43	1.12
STANDARD ERROR	.004	.011	.004	.007	.006	.007	.010	.005	.014	.014	.009	.015	.011	.017	.022	.022

CONTINUE TO DEVELOP STUDENT'S
SKILL IN MATHEMATICS

AVERAGE RATING *	6.07	6.29	6.04	6.33	6.06	5.93	6.08	6.18	5.94	5.99	6.25	6.00	6.34	5.65	5.63	5.73
STANDARD DEVIATION	1.21	.99	1.24	1.14	1.24	1.18	1.31	1.17	1.31	1.12	1.16	1.41	1.08	1.39	1.42	1.19
STANDARD ERROR	.004	.009	.004	.007	.007	.008	.013	.005	.019	.015	.008	.014	.009	.017	.020	.024

PROVIDE TRAINING IN SPECIFIC
JOB SKILLS WHICH WILL ASSIST
STUDENT IN GETTING JOB

AVERAGE RATING *	5.84	5.72	5.85	6.07	5.95	5.55	5.93	5.89	6.00	5.64	5.85	5.67	5.95	5.41	5.38	5.56
STANDARD DEVIATION	1.44	1.55	1.42	1.30	1.41	1.58	1.36	1.48	1.32	1.76	1.57	1.55	1.54	1.48	1.50	1.35
STANDARD ERROR	.005	.016	.005	.008	.007	.011	.012	.006	.017	.024	.011	.016	.013	.018	.021	.027

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:									
	PRO/ EX/MG R/OWN	OTHER	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL HAVE CHILD	FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	SS IN PUB.	IN SS OTHER	TOTAL POST SEC.	IN ONT. UNIV. CAAT
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	94 100.0	908 100.0	271 100.0	455 100.0	219 100.0	144 100.0	682 100.0	57 100.0	78 100.0	207 100.0	95 100.0	153 100.0	43 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	107 100.0	890 100.0	259 100.0	435 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	46 100.0
CONTINUE TO DEVELOP STUDENT'S SELF-CONFIDENCE AND SELF-ESTEEM														
AVERAGE RATING*	5.89	6.12	5.85	5.78	5.95	6.01	5.84	5.95	5.60	5.91	6.04	6.03	6.08	5.83
STANDARD DEVIATION	1.38	1.22	1.42	1.60	1.31	1.25	1.42	1.40	1.51	1.50	1.29	1.31	1.33	1.20
STANDARD ERROR	.005	.012	.005	.010	.007	.009	.015	.006	.022	.019	.010	.014	.011	.026
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE														
AVERAGE RATING *	6.06	6.23	6.04	6.12	6.03	6.23	6.08	6.15	5.89	6.13	6.26	6.16	6.33	6.06
STANDARD DEVIATION	1.27	1.34	1.26	1.29	1.28	1.17	1.31	1.24	1.40	1.15	1.23	1.31	1.15	1.08
STANDARD ERROR	.004	.014	.004	.008	.007	.008	.012	.005	.022	.017	.009	.014	.010	.018
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS														
AVERAGE RATING *	6.12	6.26	6.10	6.33	6.18	6.09	6.03	6.21	5.96	6.09	6.17	6.19	6.25	5.82
STANDARD DEVIATION	1.24	1.24	1.23	1.10	1.16	1.14	1.26	1.17	1.23	1.25	1.25	1.10	1.16	1.22
STANDARD ERROR	.004	.012	.004	.007	.005	.008	.012	.005	.019	.016	.009	.014	.011	.024

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

		OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:													
		PRO/ EX/OWN	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD FIN- ISHED	IN FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN PUB.	IN PUB.	IN PUB.	IN PUB.	IN PUB.	IN PUB.	IN PUB.	IN PUB.	IN PUB.
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED		1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY		6.03	5.85	6.04	6.36	6.18	5.90	6.02	6.30	6.15	5.91	6.29	6.35	6.30	6.23	6.28	6.08		
AVERAGE RATING *		1.42	1.64	1.42	1.20	1.22	1.43	1.42	1.21	1.24	1.47	1.26	1.13	1.26	1.26	1.00	1.55		
STANDARD DEVIATION		.005	.016	.005	.007	.006	.010	.013	.005	.019	.019	.009	.012	.010	.015	.014	.030		
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY		6.01	6.08	6.01	6.06	6.01	6.12	6.04	6.03	5.69	5.96	6.13	6.03	6.22	5.99	6.00	5.96		
AVERAGE RATING *		1.22	1.30	1.18	1.19	1.25	1.12	1.20	1.24	1.29	1.29	1.22	1.25	1.19	1.28	1.19	1.46		
STANDARD DEVIATION		.004	.013	.004	.008	.007	.003	.011	.005	.020	.016	.010	.014	.011	.021	.026	.028		
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION		5.65	5.26	5.63	5.61	5.64	5.81	5.71	5.65	5.00	5.66	5.70	5.59	5.75	5.42	5.52	5.00		
AVERAGE RATING *		1.44	1.56	1.40	1.45	1.47	1.33	1.29	1.47	1.61	1.46	1.45	1.50	1.46	1.39	1.40	1.56		
STANDARD DEVIATION		.005	.015	.005	.010	.008	.009	.012	.006	.023	.017	.011	.017	.013	.021	.026	.030		
STANDARD ERROR																			

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:											
PRO/ EX/NG		PUB. OR LESS		MIN. SOME S.S.		MIN. SOME P.S.		HAVE NO CHILD		TOTAL CHILD FIN-ISHED		NOT IN SCL.		TOTAL IN PUB.		IN SS OTHER PUB.		TOTAL POST SEC.		IN ONT. UNIV. CAAT	
TOTAL R/OWN OTHER		94 908		271 455		219 144		682 57		78 207		95 153		60 47		21 100.0		100.0 100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
1000		107 890		259 435		225 120		664 48		79 199		97 148		69 48		26 100.0		100.0 100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING																					
AVERAGE RATING *																					
6.18 6.32 6.16 6.19 6.17 6.26 6.10 6.25 5.85 6.29 6.27 6.25 6.33 6.23 6.15 6.33																					
STANDARD DEVIATION																					
1.20 1.13 1.19 1.14 1.20 1.14 1.25 1.12 1.37 1.16 1.20 1.18 1.15 1.08 1.15 1.04																					
STANDARD ERROR																					
.004 .011 .005 .008 .007 .008 .011 .005 .019 .015 .012 .018 .011 .021 .024 .033																					
AID STUDENT IN CHOOSING SPECIFIC JOBS AND CAREER GOALS																					
AVERAGE RATING *																					
5.75 5.67 5.75 5.85 5.84 5.66 5.77 5.77 5.57 5.60 5.91 5.94 5.96 5.44 5.45 5.56																					
STANDARD DEVIATION																					
1.48 1.61 1.50 1.53 1.49 1.44 1.43 1.54 1.47 1.53 1.45 1.39 1.42 1.53 1.54 1.67																					
STANDARD ERROR																					
.005 .015 .005 .009 .007 .010 .013 .006 .020 .018 .010 .014 .012 .018 .022 .032																					
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																					
AVERAGE RATING *																					
5.62 5.71 5.60 5.67 5.73 5.58 5.79 5.64 5.08 5.53 5.93 5.77 6.00 5.40 5.42 5.31																					
STANDARD DEVIATION																					
1.39 1.37 1.42 1.35 1.33 1.37 1.31 1.41 1.55 1.34 1.27 1.41 1.21 1.39 1.35 1.37																					
STANDARD ERROR																					
.005 .014 .005 .009 .007 .009 .012 .006 .022 .016 .010 .015 .011 .017 .020 .026																					
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																					
AVERAGE RATING *																					
5.11 6.24 6.08 6.00 6.13 6.20 5.97 6.12 5.71 6.17 6.10 6.04 6.18 6.06 6.06 5.92																					
STANDARD DEVIATION																					
1.15 1.19 1.13 1.25 1.19 1.12 1.35 1.16 1.28 1.16 1.18 1.10 1.21 1.18 1.22 1.21																					
STANDARD ERROR																					
.004 .011 .004 .008 .006 .007 .012 .005 .018 .017 .009 .011 .010 .016 .018 .030																					

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:				RESPONDENT'S EDUCATION:							
	UPPER MID- DLE	MID- DLE	LOWER MID- DLE		6.S. IN ONT.	6.S. OTHER PROV. IN CD	6.S. IN ONT.	6.S. OTHER PROV. IN CD	6.S. IN ONT.	6.S. OTHER PROV. IN CD	6.S. IN ONT.	6.S. OTHER PROV. IN CD
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	198 100.0	217 100.0	185 100.0	190 100.0	597 100.0	79 100.0	168 100.0	515 100.0	58 100.0	103 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	170 100.0	497 100.0	61 100.0	105 100.0
CONTINUE TO DEVELOP STUDENT'S READING SKILLS												
AVERAGE RATING *	6.12	6.24	6.26	5.91	6.01	6.14	6.11	6.17	6.07	6.03	6.31	6.09
STANDARD DEVIATION	1.31	1.24	1.30	1.40	1.36	1.24	1.34	1.30	1.26	1.35	1.20	1.27
STANDARD ERROR	.004	.009	.008	.009	.010	.010	.006	.014	.010	.006	.016	.012
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM												
AVERAGE RATING *	6.05	6.11	6.06	5.92	5.97	6.18	6.00	6.01	6.06	5.97	6.13	6.13
STANDARD DEVIATION	1.22	1.25	1.20	1.29	1.29	1.09	1.28	1.34	1.26	1.29	1.24	1.27
STANDARD ERROR	.004	.008	.008	.009	.010	.009	.005	.015	.011	.006	.016	.013
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM												
AVERAGE RATING *	6.15	6.29	6.23	6.03	6.07	6.12	6.16	6.01	6.05	6.15	6.23	6.07
STANDARD DEVIATION	1.18	1.01	1.07	1.30	1.20	1.22	1.10	1.48	1.27	1.13	1.24	1.30
STANDARD ERROR	.004	.007	.007	.009	.010	.010	.005	.016	.010	.005	.016	.014

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	-----						-----									
	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE	LOWER DLE
TOTAL	1000	213	235	217	166	169	572	83	170	497	61	105				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED																
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR																
AVERAGE RATING *	6.25	6.16	6.12	6.32	6.22	6.42	6.27	6.30	6.20	6.21	6.47	6.23				
STANDARD DEVIATION	1.14	1.20	1.25	1.11	1.16	.94	1.14	1.24	1.15	1.19	1.17	1.08				
STANDARD ERROR	.004	.008	.008	.008	.010	.009	.005	.014	.010	.005	.017	.014				
CONTINUE TO DEVELOP STUDENT'S SKILL IN MATHEMATICS																
AVERAGE RATING *	6.07	6.00	5.89	6.17	5.99	6.32	6.04	6.34	6.11	5.97	6.36	6.05				
STANDARD DEVIATION	1.21	1.23	1.24	1.25	1.26	1.04	1.21	1.06	1.24	1.22	1.12	1.20				
STANDARD ERROR	.004	.009	.008	.008	.010	.009	.005	.012	.010	.006	.014	.013				
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB																
AVERAGE RATING *	5.84	5.41	5.67	5.90	6.16	6.21	5.92	6.05	5.82	5.81	6.07	5.68				
STANDARD DEVIATION	1.44	1.62	1.45	1.39	1.22	1.37	1.43	1.28	1.47	1.49	1.32	1.58				
STANDARD ERROR	.005	.011	.010	.010	.010	.011	.006	.014	.012	.007	.017	.016				

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

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IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S.			S.S.		
	DLE	MID-	DLE	DLE	MID	DLE	ONT.	PROV.	IN CD	ONT.	PROV.	IN CD
TOTAL	1004	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL												
	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED												
	5.89	5.79	6.04	5.86	5.85	5.90	5.99	5.89	5.76	5.99	6.08	5.88
	1.38	1.39	1.23	1.41	1.52	1.37	1.34	1.49	1.45	1.27	1.20	1.34
	.005	.010	.009	.010	.012	.013	.006	.017	.012	.006	.017	.015
CONTINUE TO DEVELOP STUDENT'S SELF-CONFIDENCE AND SELF-ESTEEM												
AVERAGE RATING*												
STANDARD DEVIATION												
STANDARD ERROR												
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE												
AVERAGE RATING *												
STANDARD DEVIATION												
STANDARD ERROR												
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS												
AVERAGE RATING *												
STANDARD DEVIATION												
STANDARD ERROR												

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - a.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			MID-			LOWER			G.S.		
	DLE	DLE	DLE	DLE	DLE	DLE	DLE	DLE	DLE	IN	OTHER	S.S.
TOTAL	UPPER	MID-	LOWER	UPPER	MID-	LOWER	UPPER	MID-	LOWER	IN	OTHER	S.S.
										CD	PROV.	IN CD
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY												
AVERAGE RATING *	6.03	5.74	5.86	6.17	5.97	6.41	6.14	6.34	6.17	6.07	6.33	5.96
STANDARD DEVIATION	1.42	1.63	1.39	1.46	1.54	1.02	1.28	1.14	1.31	1.34	1.16	1.39
STANDARD ERROR	.005	.011	.009	.010	.012	.008	.005	.013	.011	.006	.016	.015
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY												
AVERAGE RATING *	6.01	5.93	6.12	6.01	5.86	6.04	6.10	5.87	5.87	6.08	6.00	5.89
STANDARD DEVIATION	1.22	1.27	1.18	1.29	1.26	1.16	1.21	1.31	1.37	1.18	1.29	1.30
STANDARD ERROR	.004	.009	.008	.010	.010	.010	.005	.015	.012	.006	.017	.016
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION												
AVERAGE RATING *	5.65	5.63	5.67	5.65	5.72	5.58	5.69	5.85	5.53	5.69	6.07	5.47
STANDARD DEVIATION	1.44	1.45	1.38	1.53	1.38	1.42	1.42	1.44	1.48	1.43	1.21	1.59
STANDARD ERROR	.005	.010	.009	.011	.011	.012	.006	.016	.012	.007	.017	.016

* BASED ON ASSIGNED VALUES OF X1=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:				RESPONDENT'S EDUCATION:							
	UPPER MID- DLE	MID- DLE	LOWER MID DLE		G.S. IN ONT.	G.S. OTHER PROV.	G.S. IN CD	S.S. IN ONT.	S.S. OTHER PROV.	S.S. IN CD		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	198 100.0	217 100.0	185 100.0	190 100.0	597 100.0	79 100.0	168 100.0	515 100.0	58 100.0	103 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	170 100.0	497 100.0	61 100.0	105 100.0
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING												
AVERAGE RATING *	6.18	6.19	6.19	6.18	6.10	6.25	6.23	6.30	6.08	6.22	6.32	6.08
STANDARD DEVIATION	1.20	1.21	1.26	1.16	1.23	1.01	1.16	1.17	1.22	1.14	1.15	1.30
STANDARD ERROR	.004	.011	.004	.009	.009	.010	.005	.013	.010	.006	.017	.014
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS												
AVERAGE RATING *	5.75	5.57	5.82	5.69	5.77	5.95	5.78	5.99	5.78	5.74	5.98	5.61
STANDARD DEVIATION	1.48	1.52	1.40	1.49	1.52	1.51	1.53	1.16	1.49	1.52	1.23	1.62
STANDARD ERROR	.005	.010	.009	.010	.012	.012	.006	.013	.012	.007	.016	.017
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS												
AVERAGE RATING *	5.62	5.51	5.64	5.77	5.52	5.64	5.72	5.73	5.58	5.66	5.79	5.63
STANDARD DEVIATION	1.39	1.59	1.31	1.30	1.47	1.30	1.33	1.45	1.35	1.37	1.35	1.31
STANDARD ERROR	.005	.011	.009	.010	.011	.011	.006	.016	.011	.006	.013	.014
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS												
AVERAGE RATING *	6.11	6.23	6.13	5.99	6.03	6.11	6.16	6.15	5.91	6.19	6.28	6.00
STANDARD DEVIATION	1.15	1.08	1.20	1.32	1.15	1.09	1.17	1.18	1.31	1.13	1.03	1.28
STANDARD ERROR	.004	.008	.008	.009	.009	.010	.005	.012	.011	.005	.013	.014

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
 X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:								
TOTAL		GRADE 12		GRADE 13		TOTAL UNIV.		FIRST YEAR UNIV.		TOTAL CAAT.		FIRST YEAR CAAT.		OTHER GRADE 12/13 UNIV. CAAT.		OTHER POST SEC. FORCE		
TOTAL	438	242	153	89	144	100.0	100.0	100.0	40	105	51	28	23	90	180	75	10	63
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED																		
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR																		
AVERAGE RATING *	5.90	5.85	5.75	5.99	5.95	5.50	6.11	6.02	6.11	5.96	5.59	5.97	5.97	5.97	5.97	6.20	6.00	6.00
STANDARD DEVIATION	1.41	1.50	1.61	1.34	1.30	1.33	1.23	1.28	1.20	1.36	1.60	1.31	1.40	1.53	1.40	1.53	1.28	1.28
STANDARD ERROR	.007	.011	.014	.017	.011	.025	.012	.021	.031	.029	.016	.010	.018	.049	.018	.049	.021	.021
CONTINUE TO DEVELOP STUDENT'S SKILL IN MATHEMATICS																		
AVERAGE RATING *	5.46	5.54	5.62	5.39	5.43	5.87	5.30	5.18	5.21	5.08	5.66	5.35	5.44	6.10	5.44	6.10	5.56	5.56
STANDARD DEVIATION	1.37	1.39	1.38	1.42	1.30	1.16	1.31	1.42	1.33	1.56	1.44	1.38	1.37	.83	1.37	.83	1.21	1.21
STANDARD ERROR	.007	.009	.011	.015	.011	.023	.013	.020	.025	.032	.015	.011	.016	.025	.016	.025	.016	.016
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB																		
AVERAGE RATING *	5.37	5.48	5.49	5.46	5.13	4.95	5.18	5.56	5.63	5.54	5.48	5.19	5.70	5.20	5.70	5.20	5.40	5.40
STANDARD DEVIATION	1.59	1.56	1.63	1.44	1.57	1.45	1.60	1.67	1.74	1.52	1.59	1.49	1.51	1.88	1.51	1.88	1.83	1.83
STANDARD ERROR	.008	.010	.014	.015	.013	.026	.015	.026	.036	.033	.018	.011	.019	.057	.019	.057	.023	.023

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST YEAR					OTHER GRADE					OTHER				
	GRADE 12/13	12	GRADE 13	GRADE 13	TOTAL	UNIV. UNIV.	UNIV. UNIV.	UNIV. UNIV.	UNIV. UNIV.	CAAT. CAAT.	CAAT. CAAT.	CAAT. CAAT.	UNIV. UNIV.	CAAT. CAAT.	UNIV. UNIV.	CAAT. CAAT.	UNIV. UNIV.	CAAT. CAAT.	UNIV. UNIV.	CAAT. CAAT.
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	22	89	166	73	9	62					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SELF-CONFIDENCE AND SELF-ESTEEM	5.53	5.59	5.61	5.54	5.58	5.54	5.60	5.14	5.04	5.26	5.71	5.58	5.19	6.70	5.41					
AVERAGE RATING*	1.37	1.34	1.36	1.39	1.33	1.07	1.40	1.60	1.62	1.56	1.33	1.30	1.59	.45	1.26					
STANDARD DEVIATION	.007	.009	.011	.014	.012	.022	.014	.022	.031	.032	.014	.010	.018	.015	.016					
STANDARD ERROR																				
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE	5.52	5.43	5.34	5.62	5.66	5.59	5.72	5.47	5.39	5.63	5.36	5.61	5.58	6.10	5.44					
AVERAGE RATING *	1.42	1.50	1.50	1.42	1.34	1.21	1.37	1.43	1.24	1.61	1.55	1.33	1.56	1.64	1.27					
STANDARD DEVIATION	.007	.010	.013	.015	.012	.023	.013	.020	.023	.034	.018	.010	.018	.031	.016					
STANDARD ERROR																				
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS	5.68	5.71	5.70	5.73	5.63	4.97	5.89	5.67	5.89	5.42	5.63	5.57	5.75	6.70	5.70					
AVERAGE RATING *	1.37	1.37	1.25	1.52	1.44	1.87	1.14	1.32	1.18	1.39	1.33	1.48	1.29	.64	1.35					
STANDARD DEVIATION	.007	.009	.011	.016	.013	.032	.012	.019	.022	.030	.015	.012	.015	.021	.017					
STANDARD ERROR																				

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST					FIRST					OTHER				
	GRADE	GRADE	GRADE	TOTAL	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	YEAR	YEAR	YEAR	UNIV.	UNIV.	CAAT.	CAAT.	CAAT.	POST	WORK
	12/13	12	13	14	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	29	144	40	105	51	28	23	90	180	75	10	65					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY																				
AVERAGE RATING *	5.05	5.30	5.38	5.16	4.68	4.37	4.79	4.90	5.18	4.63	5.14	4.80	5.15	5.80	5.44					
STANDARD DEVIATION	1.67	1.57	1.52	1.63	1.75	2.01	1.63	1.71	1.57	1.76	1.54	1.70	1.64	1.99	1.49					
STANDARD ERROR	.008	.010	.012	.017	.015	.034	.016	.023	.030	.036	.016	.013	.019	.057	.019					
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY																				
AVERAGE RATING *	5.85	5.90	5.94	5.83	5.79	5.62	5.88	5.71	5.86	5.54	5.85	5.75	5.92	6.70	5.92					
STANDARD DEVIATION	1.19	1.23	1.23	1.24	1.23	1.14	1.25	1.06	1.04	1.08	1.31	1.26	1.18	.45	1.00					
STANDARD ERROR	.006	.008	.011	.013	.011	.023	.012	.015	.021	.023	.014	.010	.014	.012	.019					
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION																				
AVERAGE RATING *	5.45	5.37	5.30	5.47	5.68	5.31	5.84	5.15	5.04	5.29	5.49	5.60	5.35	6.10	5.16					
STANDARD DEVIATION	1.37	1.37	1.36	1.44	1.31	1.33	1.24	1.48	1.35	1.57	1.37	1.36	1.41	.94	1.34					
STANDARD ERROR	.007	.009	.012	.015	.011	.025	.012	.021	.026	.032	.015	.011	.016	.030	.017					

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - 3.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATIONS 1976 / 1977:									
	TOTAL					FIRST YEAR					OTHER GRADE					OTHER				
	GRADE 12/13	GRADE 12	GRADE 13	TOTAL	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	CAAT.	CAAT.	CAAT.	UNIV.	CAAT.	CAAT.	UNIV.	CAAT.	UNIV.	CAAT.
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	22	89	166	73	9	62					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING																				
AVERAGE RATING *	5.80	5.72	5.67	5.61	6.11	6.23	6.07	5.33	5.32	5.38	5.68	5.99	5.66	6.60	5.67					
STANDARD DEVIATION	1.36	1.35	1.32	1.38	1.16	1.23	1.11	1.59	1.71	1.35	1.40	1.24	1.57	.49	1.27					
STANDARD ERROR	.007	.009	.011	.014	.010	.025	.011	.022	.033	.028	.015	.010	.018	.016	.016					
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS																				
AVERAGE RATING *	5.44	5.54	5.59	5.47	5.25	4.95	5.37	5.49	5.61	5.42	5.57	5.28	5.75	4.60	5.38					
STANDARD DEVIATION	1.54	1.54	1.52	1.52	1.53	1.54	1.50	1.50	1.38	1.59	1.50	1.49	1.42	2.24	1.57					
STANDARD ERROR	.008	.010	.013	.016	.013	.027	.015	.021	.027	.034	.016	.011	.017	.070	.020					
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																				
AVERAGE RATING *	5.23	5.31	5.37	5.20	5.16	4.51	5.38	5.10	5.14	5.04	5.32	5.18	5.23	5.60	5.38					
STANDARD DEVIATION	1.45	1.37	1.30	1.48	1.60	2.01	1.34	1.62	1.62	1.66	1.32	1.40	1.54	1.35	1.26					
STANDARD ERROR	.007	.009	.010	.016	.014	.034	.013	.023	.031	.035	.014	.012	.018	.043	.016					
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																				
AVERAGE RATING *	5.95	5.89	5.88	5.92	6.15	6.13	6.16	5.67	5.46	5.83	6.02	6.13	5.79	6.40	5.68					
STANDARD DEVIATION	1.18	1.20	1.14	1.31	1.04	1.10	1.01	1.24	1.28	1.17	1.14	1.07	1.36	.66	1.02					
STANDARD ERROR	.006	.008	.009	.014	.009	.023	.010	.017	.024	.025	.012	.009	.016	.020	.013					

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

	RE-	DETER
IMPRO MAIN	-IOR-	
TOTAL	-VED	ATED
-----	-----	-----

BASE FOR PERCENTAGES - ACTUAL	1004	314	157	461
	100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED	1000	307	155	462
	100.0	100.0	100.0	100.0

CONTINUE TO DEVELOP STUDENT'S
 READING SKILLS

AVERAGE RATING *	6.12	6.01	6.03	6.23
STANDARD DEVIATION	1.31	1.33	1.36	1.27
STANDARD ERROR	.004	.008	.011	.006

CONTINUE TO DEVELOP STUDENT'S
 ABILITY TO EXPRESS IDEAS CLEARLY
 IN WRITTEN FORM

AVERAGE RATING *	6.05	5.97	5.97	6.12
STANDARD DEVIATION	1.22	1.27	1.17	1.23
STANDARD ERROR	.004	.007	.010	.006

CONTINUE TO DEVELOP STUDENT'S
 ABILITY TO EXPRESS IDEAS CLEARLY
 IN VERBAL FORM

AVERAGE RATING *	6.15	6.09	6.14	6.23
STANDARD DEVIATION	1.18	1.19	1.02	1.16
STANDARD ERROR	.004	.007	.008	.005

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.C. QUALITY HAS:			

	RE-	DETER	
	IMPRO	-IOR-	
TOTAL	-VED	SAME	ATED
-----	-----	-----	-----

1000	307	155	462
100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED

CONTINUE TO DEVELOP STUDENT'S
ABILITY TO USE CORRECT SPELLING
AND GRAMMAR

AVERAGE RATING *	6.25	6.23	6.13	6.28
STANDARD DEVIATION	1.14	1.11	1.26	1.07
STANDARD ERROR	.004	.007	.010	.005

CONTINUE TO DEVELOP STUDENT'S
SKILL IN MATHEMATICS

AVERAGE RATING *	6.07	6.04	6.04	6.11
STANDARD DEVIATION	1.21	1.18	1.23	1.17
STANDARD ERROR	.004	.007	.011	.006

PROVIDE TRAINING IN SPECIFIC
JOB SKILLS WHICH WILL ASSIST
STUDENT IN GETTING JOB

AVERAGE RATING *	5.84	5.79	5.88	5.87
STANDARD DEVIATION	1.44	1.46	1.43	1.44
STANDARD ERROR	.005	.008	.012	.007

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

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IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

		S.S. QUALITY HAS:			
		IMPROVED		DETERIORATED	
		TOTAL	SAME	TOTAL	SAME
		1004	314	157	461
		100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL					
BASE FOR PERCENTAGES - WEIGHTED		1000	307	155	462
		100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SELF-CONFIDENCE AND SELF-ESTEEM					
AVERAGE RATING*		5.89	5.90	6.03	5.94
STANDARD DEVIATION		1.38	1.31	1.19	1.36
STANDARD ERROR		.005	.008	.010	.007
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE					
AVERAGE RATING *		6.06	6.11	6.10	6.10
STANDARD DEVIATION		1.27	1.15	1.26	1.27
STANDARD ERROR		.004	.007	.011	.006
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS					
AVERAGE RATING *		6.12	6.06	6.22	6.23
STANDARD DEVIATION		1.24	1.24	1.14	1.12
STANDARD ERROR		.004	.007	.012	.005

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

RE- DETER
IMPRO MAIN -IOR-
TOTAL -VED SAME ATEG

BASE FOR PERCENTAGES - WEIGHTED
1000 307 155 462
100.0 100.0 100.0 100.0

CONTINUE TO DEVELOP STUDENT'S
RESPECT FOR AUTHORITY

AVERAGE RATING * 6.03 6.04 6.12 6.11
STANDARD DEVIATION 1.42 1.34 1.28 1.38
STANDARD ERROR .005 .008 .010 .006

CONTINUE TO DEVELOP STUDENT'S
ABILITY TO WORK INDEPENDENTLY

AVERAGE RATING * 6.01 6.00 6.03 6.07
STANDARD DEVIATION 1.22 1.16 1.19 1.21
STANDARD ERROR .004 .008 .010 .006

CONTINUE TO DEVELOP STUDENT'S
CREATIVITY AND IMAGINATION

AVERAGE RATING * 5.65 5.66 5.81 5.66
STANDARD DEVIATION 1.44 1.38 1.22 1.50
STANDARD ERROR .005 .008 .011 .007

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

	RE-	DETER
	IMPRO	-IOR-
	MAIN	ATED
TOTAL	-VED	----
	SAME	----

BASE FOR PERCENTAGES - ACTUAL	1004	314	157	461
	100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED	1600	307	155	462
	100.0	100.0	100.0	100.0

CONTINUE TO ENCOURAGE STUDENT TO
 ADOPT A POSITIVE ATTITUDE TOWARD
 LEARNING

AVERAGE RATING *	6.18	6.14	6.36	6.23
STANDARD DEVIATION	1.20	1.22	.97	1.16
STANDARD ERROR	.004	.008	.011	.006

AID STUDENT IN CHOOSING SPECIFIC
 JOB AND CAREER GOALS

AVERAGE RATING *	5.75	5.71	5.81	5.79
STANDARD DEVIATION	1.48	1.39	1.32	1.54
STANDARD ERROR	.005	.008	.011	.007

PROVIDE STUDENT WITH KNOWLEDGE
 IN PARTICULAR SUBJECTS

AVERAGE RATING *	5.62	5.61	5.61	5.70
STANDARD DEVIATION	1.39	1.34	1.42	1.13
STANDARD ERROR	.005	.008	.011	.007

DEVELOP STUDENT'S PROBLEM SOLVING
 SKILLS, THAT IS, THE ABILITY TO
 MAKE INFORMED DECISIONS AND SOLVE
 PROBLEMS

AVERAGE RATING *	6.11	5.99	6.10	6.20
STANDARD DEVIATION	1.15	1.19	1.09	1.12
STANDARD ERROR	.004	.007	.009	.005

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
 X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

 RE- DETER
 IMPRO MAIN -IOR-
 -VED SAME AIED

 TOTAL -----

BASE FOR PERCENTAGES - ACTUAL
 419 196 48 167
 100.0 100.0 100.0 100.0

BASE FOR PERCENTAGES - WEIGHTED
 438 202 49 175
 100.0 100.0 100.0 100.0

CONTINUE TO DEVELOP STUDENT'S
 READING SKILLS

AVERAGE RATING * 5.83 5.74 5.83 5.89
 STANDARD DEVIATION 1.40 1.41 1.29 1.40
 STANDARD ERROR .007 .010 .018 .010

CONTINUE TO DEVELOP STUDENT'S
 ABILITY TO EXPRESS IDEAS CLEARLY
 IN WRITTEN FORM

AVERAGE RATINGS * 6.04 5.97 6.08 6.08
 STANDARD DEVIATION 1.16 1.19 .88 1.12
 STANDARD ERROR .006 .008 .013 .008

CONTINUE TO DEVELOP STUDENT'S
 ABILITY TO EXPRESS IDEAS CLEARLY
 IN VERBAL FORM

AVERAGE RATING * 6.04 6.05 6.02 6.02
 STANDARD DEVIATION 1.17 1.22 1.00 1.17
 STANDARD ERROR .006 .009 .015 .009

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:				

	RE-	DETER		
	IMPRO	MAIN	-IOR-	
TOTAL	-VED	SAME	ATED	
-----	-----	-----	-----	-----

BASE FOR PERCENTAGES - WEIGHTED	438	202	49	175
	100.0	100.0	100.0	100.0

CONTINUE TO DEVELOP STUDENT'S
ABILITY TO USE CORRECT SPELLING
AND GRAMMAR

AVERAGE RATING *	5.90	5.80	6.31	5.91
STANDARD DEVIATION	1.41	1.46	.92	1.52
STANDARD ERROR	.007	.011	.014	.012

CONTINUE TO DEVELOP STUDENT'S
SKILL IN MATHEMATICS

AVERAGE RATING *	5.46	5.47	5.61	5.30
STANDARD DEVIATION	1.37	1.41	1.26	1.40
STANDARD ERROR	.007	.010	.018	.011

PROVIDE TRAINING IN SPECIFIC
JOB SKILLS WHICH WILL ASSIST
STUDENT IN GETTING JOB

AVERAGE RATING *	5.37	5.50	5.35	5.29
STANDARD DEVIATION	1.59	1.43	1.45	1.77
STANDARD ERROR	.008	.011	.021	.014

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

 RE- DETER
 IMPRO MAIN -IOR-
 -VED SAME ATED

 TOTAL -----

BASE FOR PERCENTAGES - ACTUAL 419 196 48 167
 100.0 100.0 100.0 100.0

BASE FOR PERCENTAGES - WEIGHTED 438 202 49 175
 100.0 100.0 100.0 100.0

CONTINUE TO DEVELOP STUDENT'S
 SELF-CONFIDENCE AND SELF-ESTEEM

AVERAGE RATING* 5.53 5.64 5.45 5.48
 STANDARD DEVIATION 1.37 1.33 1.32 1.47
 STANDARD ERROR .007 .009 .019 .011

CONTINUE TO DEVELOP STUDENT'S
 SELF-DISCIPLINE

AVERAGE RATING * 5.52 5.55 5.63 5.51
 STANDARD DEVIATION 1.42 1.37 1.40 1.49
 STANDARD ERROR .007 .010 .020 .012

CONTINUE TO DEVELOP STUDENT'S
 ABILITY TO GET ALONG AND WORK
 WELL WITH OTHERS

AVERAGE RATING * 5.68 5.72 5.92 5.69
 STANDARD DEVIATION 1.37 1.29 1.20 1.32
 STANDARD ERROR .007 .010 .017 .010

(CONTINUED)

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:			

	RE-	DETER	
	IMPRO	MIN	-IOR-
TOTAL	-VED	SAME	ATED
-----	-----	-----	-----

438	202	49	175
100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED

CONTINUE TO DEVELOP STUDENT'S
RESPECT FOR AUTHORITY

AVERAGE RATING *	5.05	5.08	4.90	5.19
STANDARD DEVIATION	1.67	1.61	1.85	1.56
STANDARD ERROR	.008	.011	.027	.012

CONTINUE TO DEVELOP STUDENT'S
ABILITY TO WORK INDEPENDENTLY

AVERAGE RATING *	5.85	5.93	5.96	5.76
STANDARD DEVIATION	1.19	1.10	1.13	1.30
STANDARD ERROR	.006	.009	.017	.010

CONTINUE TO DEVELOP STUDENT'S
CREATIVITY AND IMAGINATION

AVERAGE RATING *	5.45	5.47	5.65	5.41
STANDARD DEVIATION	1.37	1.36	1.31	1.44
STANDARD ERROR	.007	.010	.018	.011

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
X7=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES - Q.2
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

 RE- DETER
 IMPRO MAIN -IOR-
 TOTAL -VED SAME ATED

BASE FOR PERCENTAGES - ACTUAL 419 196 43 167
 100.0 100.0 100.0 100.0
 BASE FOR PERCENTAGES - WEIGHTED 438 202 49 175
 100.0 100.0 100.0 100.0

CONTINUE TO ENCOURAGE STUDENT TO
 ADOPT A POSITIVE ATTITUDE TOWARD
 LEARNING

AVERAGE RATING * 5.60 5.77 5.92 5.76
 STANDARD DEVIATION 1.36 1.37 1.05 1.43
 STANDARD ERROR .007 .010 .015 .011

AID STUDENT IN CHOOSING SPECIFIC
 JOB AND CAREER GOALS

AVERAGE RATING * 5.44 5.41 5.46 5.51
 STANDARD DEVIATION 1.54 1.53 1.39 1.58
 STANDARD ERROR .008 .011 .023 .012

PROVIDE STUDENT WITH KNOWLEDGE
 IN PARTICULAR SUBJECTS

AVERAGE RATING * 5.23 5.35 5.24 5.19
 STANDARD DEVIATION 1.48 1.39 1.35 1.50
 STANDARD ERROR .007 .010 .019 .011

DEVELOP STUDENT'S PROBLEM SOLVING
 SKILLS, THAT IS, THE ABILITY TO
 MAKE INFORMED DECISIONS AND SOLVE
 PROBLEMS

AVERAGE RATING * 5.95 5.97 5.82 5.95
 STANDARD DEVIATION 1.12 1.15 1.11 1.20
 STANDARD ERROR .006 .008 .017 .009

* BASED ON ASSIGNED VALUES OF X7=IMPORTANT TO
 X1=NOT IMPORTANT AND EXCLUDING NO ANSWER

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.5
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE-	TOTAL	UNDER	50	YRS & TOR-	OVER	100 - 30 -	UNDER FR-						ENCH	OTHER
	MALE	MALE	30	20	20-29	30-49	OLDER	ONTO	OTHER	500 M	100 M	500 M	100 M	30 M		
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	317	172	124	391	49	955
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	181	103	78	71	11	60	64	46	62	119	71	36	19	55	3	178
	18.1	21.0	15.3	23.6	19.1	24.6	17.1	14.1	18.1	18.1	18.9	20.3	16.6	16.4	5.7	18.3
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	49	27	21	13	4	9	20	16	15	34	15	12	4	18	2	47
	4.9	5.6	4.2	4.2	6.4	3.7	5.4	4.9	4.2	5.2	3.9	6.8	3.9	5.3	4.0	4.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	39	20	20	13	7	6	10	17	14	25	17	6	3	14	3	30
	3.9	4.0	3.9	4.5	12.8	2.6	2.6	5.1	4.1	3.9	4.6	3.3	2.4	4.2	6.0	3.8
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	726	339	387	204	35	169	278	244	249	477	271	122	88	246	43	683
	72.6	68.9	76.1	67.7	61.7	69.1	74.4	75.0	73.0	72.4	72.1	68.9	76.5	73.8	84.3	72.0
NOT STATED	5	3	2	0	0	0	2	3	2	3	2	1	1	1	0	5
	.5	.5	.5	-	-	-	.5	.9	.6	.4	.5	.7	.6	.3	-	.5

0001

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:					COMMUNITY SIZE:					LANGUAGE:		
	TOTAL	MALE	FEMALE	TOTAL	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	50-100 M	30-50 M	UNDER 30 M	ENGLISH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0			
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0			
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM																			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	253 25.3	144 29.3	109 21.4	91 30.4	18 33.0	73 29.8	84 22.4	78 24.0	69 20.2	184 27.9	82 21.8	44 24.9	34 29.1	94 28.2	10 20.1	243 25.6			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	58 5.8	27 5.5	31 6.1	15 4.9	2 3.3	13 5.3	26 7.0	17 5.3	13 3.9	45 6.8	18 4.8	15 8.5	3 2.9	22 6.6	4 8.0	54 5.7			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	54 5.4	30 6.1	23 4.6	22 7.5	3 4.5	20 8.1	13 3.4	19 5.7	21 6.2	33 5.0	24 6.4	12 6.8	3 2.8	14 4.3	5 10.6	48 5.1			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	623 62.2	286 58.1	337 66.3	166 55.2	32 57.4	134 54.8	246 65.9	210 64.5	229 67.2	393 59.7	243 64.7	106 59.8	73 63.3	201 60.4	31 61.3	591 62.3			
NOT STATED	13 1.3	5 1.0	8 1.6	6 2.0	1 1.8	5 2.0	5 1.3	2 .5	9 2.5	4 .6	9 2.3	0 -	2 1.9	2 .5	0 -	13 1.3			

0002

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:	
	TOTAL MALE	FE- MALE	TOTAL		50 YRS & OLDER	20-29	UNDER 20	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER
			30	UNDER 30											
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	176 17.6	110 22.3	66 13.1	77 25.5	20 35.3	57 23.2	47 12.5	53 16.2	48 14.0	128 19.5	57 15.2	29 16.6	22 18.6	68 20.5	8 14.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	41 4.0	31 6.3	9 1.8	6 2.1	1 1.0	6 2.3	20 5.5	14 4.2	13 3.7	28 4.2	14 3.8	11 6.0	6 5.4	10 2.9	2 4.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	44 4.4	27 5.5	17 3.2	20 6.5	1 .9	19 7.9	13 3.6	10 3.2	19 5.6	24 3.7	22 5.9	10 5.9	4 3.2	7 2.2	5 10.6
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	728 72.8	320 65.1	408 80.3	196 65.3	34 61.2	162 66.2	289 77.2	243 74.7	255 74.6	474 71.9	275 73.2	126 71.5	83 71.7	245 73.5	34 66.6
NOT STATED	12 1.2	4 .8	8 1.6	2 .6	1 1.6	1 .4	4 1.2	5 1.7	7 2.1	4 .7	7 1.9	0 -	1 1.1	3 .9	2 1.0

0004

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR- ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
CONTINUE TO DEVELOP STUDENT'S SKILLS IN MATHEMATICS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	212 21.2	118 24.0	94 18.5	86 28.7	12 21.6	74 30.3	73 19.4	53 16.2	82 24.0	130 19.7	91 24.3	40 22.6	17 15.1	64 19.1	6 11.9	206 21.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	76 7.6	41 8.3	35 6.8	28 9.4	2 3.4	26 10.8	17 4.6	30 9.2	18 5.3	58 8.7	25 6.7	17 9.6	11 9.5	22 6.7	2 3.6	74 7.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	71 7.1	37 7.5	34 6.7	19 6.4	4 6.3	16 6.4	21 5.6	31 9.4	25 7.3	46 7.0	28 7.5	10 5.8	10 9.0	22 6.5	10 19.2	61 6.4
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	627 62.7	289 58.6	339 66.7	164 54.7	38 68.7	126 51.5	255 68.3	208 63.8	209 61.3	418 63.5	223 59.6	109 62.0	74 63.8	221 66.4	34 65.3	594 62.6
NOT STATED	15 1.4	8 1.6	7 1.3	2 .8	0 -	2 1.0	8 2.1	4 1.4	7 2.1	7 1.1	7 1.9	0 -	3 2.6	4 1.3	0 -	15 1.5

0005

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 - 500 M	30 - 100 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB	27 2.7	13 2.7	14 2.8	11 3.7	1 2.6	10 4.0	8 2.2	8 2.4	11 3.1	17 2.5	11 2.8	7 3.7	1 .6	9 2.8	1 1.9	26 2.3
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	92 9.2	48 9.8	44 8.6	33 11.0	6 11.6	27 10.8	22 5.8	37 11.5	32 9.3	60 9.2	43 11.5	16 9.1	9 7.8	24 7.3	7 12.7	86 9.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	488 48.8	251 51.1	236 46.5	174 57.9	39 70.5	135 55.1	183 49.0	131 40.1	165 48.4	323 49.0	182 48.6	75 42.3	62 54.1	168 50.6	23 44.5	465 49.0
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	382 38.2	173 35.2	209 41.1	77 25.6	8 14.0	69 28.2	156 41.9	143 45.5	127 37.3	254 38.6	133 35.4	79 44.9	42 36.5	128 36.4	21 40.9	361 38.0
NOT STATED	11 1.1	6 1.2	5 1.0	5 1.8	1 1.3	5 1.9	4 1.1	2 .5	6 1.9	5 .7	6 1.7	0 -	1 1.2	3 .9	0 -	11 1.2

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 - 500 M	30 - 100 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
CONTINUE TO DEVELOP STUDENT'S SELF CONFIDENCE AND SELF-ESTEEM																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	43 4.3	26 5.3	17 3.4	14 4.6	3 5.4	11 4.4	16 4.3	14 4.2	12 3.6	31 4.7	15 4.0	10 5.5	2 1.6	17 5.0	2 4.0	41 4.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	28 2.8	16 3.2	12 2.3	11 3.6	0 -	11 4.5	7 1.9	10 3.0	7 2.1	20 3.1	8 2.2	5 2.7	5 4.1	10 3.1	2 3.8	26 2.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	120 12.0	73 14.9	46 9.1	49 16.2	15 27.5	33 13.6	26 7.0	45 13.7	40 11.7	80 12.1	45 12.0	20 11.2	11 9.3	44 13.1	9 18.1	110 11.6
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	800 80.0	372 75.5	429 84.4	224 74.6	58 67.1	187 76.3	320 85.6	256 78.6	276 80.9	525 79.6	301 80.2	142 80.6	97 83.8	260 78.2	38 74.1	762 80.3
NOT STATED	9 .9	5 1.1	4 .8	3 1.0	0 -	3 1.2	4 1.2	2 .5	6 1.7	3 .5	6 1.6	0 -	1 1.2	2 .6	0 -	9 1.0

0007

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	FE-	TOTAL	UNDER	50	YRS & TOR-	OVER	100 - 30 -	UNDER	FR-						
	MALE	MALE	30	20	20-29	30-49	OLDER	ONTO	OTHER	500 M	100 M	30 M	ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	57 5.7	36 7.3	21 4.2	25 8.5	4 7.9	21 8.6	17 4.5	15 4.5	20 5.8	37 5.7	21 5.5	18 10.4	3 2.3	16 4.7	2 4.0	55 5.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	25 2.5	16 3.3	9 1.8	5 1.5	1 1.8	4 1.4	7 1.9	14 4.2	8 2.4	17 2.6	9 2.5	4 2.5	1 1.2	10 3.1	2 3.8	23 2.5
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	86 8.6	47 9.5	39 7.6	29 9.7	4 8.0	25 10.1	28 7.4	29 8.8	22 6.4	64 9.6	25 6.6	21 11.7	4 3.4	36 10.8	4 7.2	82 8.6
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	823 82.3	389 79.0	434 85.5	239 79.5	46 82.3	193 78.9	317 84.9	267 81.8	287 84.1	536 81.3	316 84.2	133 75.4	106 92.0	268 80.3	44 85.0	779 82.1
NOT STATED	9 .9	5 .9	5 .9	3 .8	0 -	3 1.0	5 1.3	2 .7	4 1.3	5 .8	4 1.2	0 -	1 1.1	4 1.1	0 -	9 1.0

0006

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:		
	TOTAL	FE-	TOTAL	UNDER	20	20-29	30-49	50	YRS & TOR-	OTHER	SUD	M	500	100	M	100	FR- ENCH
	MALE	WALE	MALE	WALE	MALE	WALE	MALE	WALE	MALE	WALE	MALE	WALE	MALE	WALE	MALE	WALE	MALE
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	317	172	124	391	49	955	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS																	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	15	10	3	5	0	5	3	5	4	9	4	6	0	3	0	13	
	1.3	2.1	.6	1.6	-	2.0	.8	1.6	1.2	1.4	1.1	3.5	-	.8	.9	1.3	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	9	6	3	2	0	2	6	2	4	6	4	2	0	3	0	9	
	.9	1.2	.7	.7	-	.9	1.5	.5	1.1	.9	1.0	1.3	-	1.0	-	1.0	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	197	104	94	64	18	46	73	60	67	131	77	37	17	66	11	186	
	19.7	21.1	18.4	21.4	33.1	18.7	19.5	18.5	19.6	19.8	20.6	21.1	14.9	19.7	22.0	19.6	
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	772	369	403	228	37	190	289	255	265	507	288	129	97	258	40	732	
	77.2	74.9	79.3	75.8	66.9	77.8	77.3	78.2	77.5	76.9	76.8	72.9	84.0	77.5	77.1	77.2	
NOT STATED	9	4	5	1	0	1	3	4	2	7	2	2	1	3	0	9	
	.9	.7	1.0	.5	-	.6	.9	1.2	.6	1.0	.5	1.2	1.1	1.0	-	.9	

0009

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:					COMMUNITY SIZE:					LANGUAGE:				
	TOTAL	FE-	UNDER	50	YRS &	TOR-	OVER	100	~	30	~	UNDER	FR-								
	MALE	MALE	20	20-29	30-49	OLDER	ONTO	OTHER	500	M	100	M	30	M	ENCH	OTHER					
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	317	172	124	391	49	955					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0					
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0					
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY																					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	33	19	14	13	0	13	6	14	10	23	12	9	1	11	0	32					
	3.3	3.9	2.7	4.3	-	5.3	1.7	4.1	2.9	3.5	3.1	5.0	1.2	3.2	.9	3.4					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	19	14	6	7	0	7	8	4	6	13	8	4	2	6	0	19					
	1.9	2.7	1.1	2.4	-	2.9	2.1	1.4	1.7	2.0	2.0	2.2	2.0	1.7	-	2.1					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	118	68	51	45	12	33	41	32	38	81	43	29	9	37	9	109					
	11.8	13.7	10.0	15.1	22.1	13.5	11.0	9.8	11.0	12.2	11.5	16.7	7.6	11.0	16.9	11.5					
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	819	386	432	230	43	188	315	274	284	535	308	134	102	274	42	776					
	81.9	78.5	85.1	76.6	76.6	76.6	84.2	83.9	83.1	81.2	82.2	76.1	88.1	82.4	82.2	81.8					
NOT STATED	11	6	5	5	1	4	4	3	4	7	4	0	1	6	0	11					
	1.1	1.2	1.1	1.6	1.3	1.7	1.0	.8	1.3	1.1	1.2	-	1.1	1.7	-	1.2					

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	UNDER 30	20-29	30-49	50 YRS & TOR- OLDER ONTO	OTHER	OVER 500 M	100 M	500 M	100 M	30 M	UNDER FR- ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	138 13.7	73 14.9	64 12.7	62 20.5	11 20.1	50 20.6	29 7.6	47 14.5	55 16.0	83 12.6	65 17.3	22 12.6	11 9.3	40 12.0	7 12.8	131 13.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	22 2.2	13 2.7	8 1.6	6 1.9	0 -	6 2.3	8 2.1	8 2.4	3 1.0	18 2.8	3 .9	6 3.5	1 1.2	11 3.2	2 3.8	20 2.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	157 15.7	90 18.3	67 13.3	46 15.4	11 20.1	35 14.3	57 15.2	55 16.8	49 14.3	109 16.5	54 14.3	39 22.2	13 11.6	51 15.3	5 10.5	152 16.0
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	671 67.1	311 63.2	360 70.8	182 60.7	33 58.9	149 61.1	276 74.0	212 65.0	227 66.6	443 67.3	246 65.6	109 61.7	88 75.9	228 68.5	36 71.1	634 66.8
NOT STATED	13 1.3	5 .9	8 1.6	5 1.5	1 .9	4 1.7	4 1.1	4 1.3	7 2.1	6 .8	7 1.9	0 -	2 2.0	3 1.0	1 1.8	12 1.3

0011

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER			FR-			
										500	M	100	M	30	M	ENCH
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	953 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	167 16.7	101 20.5	66 13.0	57 18.9	9 15.4	48 19.6	58 15.6	52 16.1	46 13.5	121 18.4	56 14.9	38 21.5	19 16.4	54 16.3	9 18.3	158 16.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	95 9.4	51 10.3	44 8.7	26 8.6	5 8.5	21 8.7	33 8.8	36 11.0	30 8.7	65 9.8	32 8.5	21 12.1	12 10.4	29 8.8	4 7.0	91 9.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	71 7.1	42 8.5	29 5.8	29 9.6	10 17.9	19 7.7	16 4.2	26 8.1	23 6.7	48 7.3	27 7.2	9 5.2	2 2.1	32 9.6	4 8.0	67 7.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	657 65.7	294 59.8	362 71.3	186 62.0	32 56.6	155 63.3	261 69.9	209 64.1	237 69.6	419 63.6	255 68.0	107 60.8	81 69.9	214 64.2	34 66.7	622 65.6
NOT STATED	11 1.1	5 .9	6 1.2	3 .9	1 1.6	2 .7	6 1.5	2 .7	5 1.5	6 .9	5 1.4	1 .4	1 1.2	4 1.1	0 -	11 1.1

0012

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:			COMMUNITY SIZE:			LANGUAGE:		
	TOTAL			50											
	FE- TOTAL	MALE	UNDER 50	FE- TOTAL	MALE	UNDER 50	FE- TOTAL	MALE	UNDER 50	FE- TOTAL	MALE	UNDER 50	FE- TOTAL	MALE	UNDER 50
PASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	200 20.0	114 23.2	86 16.9	78 26.0	20 34.9	59 24.0	65 17.5	56 17.3	66 19.4	134 20.3	75 20.1	40 22.9	28 24.3	56 16.9	13 24.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER COLLEGE	64 6.4	33 7.3	31 5.9	33 10.7	10 16.7	23 7.7	33 10.7	33 10.7	41 12.9	78 12.9	47 12.9	8 2.5	23 71.5	39 66.9	7 12.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	47 4.7	23 4.8	24 4.7	15 5.0	1 1.6	14 5.8	15 4.1	17 5.3	23 6.6	25 3.8	26 6.8	12 6.6	2 1.5	8 2.5	3 4.7
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	677 67.7	315 64.0	362 71.3	185 61.7	35 62.5	151 61.5	267 71.4	225 69.0	231 67.8	446 67.6	252 67.1	110 62.5	82 71.5	233 69.9	34 66.9
NOT STATED	12 1.2	2 .5	10 1.9	4 1.4	0 -	4 1.7	6 1.5	2 .7	5 1.6	7 1.0	5 1.4	0 -	1 .6	6 1.8	0 1.3

PG13

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3

BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	MALE	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 - 30 -		UNDER 30 M	FR- ENCH	OTHER
												100 M	30 M			
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	80 8.0	44 2.9	36 7.0	26 8.7	7 12.3	19 7.8	35 9.2	19 5.9	18 5.2	62 9.4	15 4.7	24 13.5	7 6.4	31 9.3	6 11.5	74 7.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	110 11.0	61 12.3	49 9.7	32 10.5	11 19.9	20 8.4	28 7.4	51 15.6	27 8.0	83 12.6	38 10.1	16 8.9	7 6.3	49 14.8	5 8.9	106 11.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	294 29.4	160 32.5	134 26.4	111 36.9	21 37.3	90 36.8	108 28.8	75 23.1	125 36.7	169 25.6	133 35.4	46 26.1	31 27.2	83 25.0	20 38.1	274 28.9
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	503 50.3	219 44.4	285 56.1	131 43.6	17 30.5	114 46.6	197 52.7	175 53.8	166 48.7	337 51.2	182 48.5	90 51.0	65 56.3	166 50.0	19 37.5	484 51.0
NOT STATED	13 1.3	9 1.9	4 .8	1 .3	0 -	1 .4	7 1.9	5 1.6	5 1.4	8 1.2	5 1.3	1 .5	4 3.8	3 .9	2 4.0	11 1.2

0014

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK ROUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	271 27.1	140 28.5	131 25.8	87 28.9	6 14.7	79 32.1	102 27.3	82 25.2	95 27.7	177 26.8	102 27.2	44 24.9	31 26.4	95 28.4	12 23.1	259 27.3
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	116 11.6	71 14.4	45 8.8	33 10.9	6 10.1	27 11.1	38 10.2	45 13.7	34 10.1	81 12.3	42 11.2	18 10.1	10 8.9	46 13.7	3 5.6	113 11.9
MORE IMPOIANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	88 8.8	53 10.7	35 6.9	21 7.1	7 11.8	15 6.1	34 9.1	32 9.9	29 8.5	59 8.9	36 9.6	15 8.5	10 8.5	27 8.0	3 6.0	85 8.9
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	500 50.0	218 44.2	282 55.6	146 48.7	35 62.5	111 45.5	192 51.4	162 49.7	171 50.2	329 49.9	183 48.8	98 55.4	63 54.2	157 47.1	34 65.3	467 49.2
NOT STATED	25 2.5	11 2.2	15 2.9	13 4.4	1 .9	13 5.2	7 2.0	5 1.5	12 3.5	13 2.1	12 3.2	2 1.1	2 2.0	9 2.8	0 -	25 2.7

0015

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE-	TOTAL	UNDER	20	20-29	30-49	50	YRS & TOR-	OTHER	OTHER	500 M	100 M	100 M	UNDER	FR-
	MALE	MALE	30	30	20	20-29	30-49	50	OLDER	ONTO	OTHER	500 M	100 M	100 M	30 M	ENCH
	MALE	MALE	30	30	20	20-29	30-49	50	OLDER	ONTO	OTHER	500 M	100 M	100 M	30 M	ENCH
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	317	172	124	391	49	955
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	96	54	42	25	2	22	33	38	35	61	40	23	7	26	5	91
	9.6	11.0	8.2	8.2	4.3	9.1	8.8	11.7	10.1	9.3	10.6	13.1	6.1	7.9	9.9	9.5
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	40	21	19	11	2	9	11	17	19	21	19	8	1	12	2	38
	3.9	4.2	3.7	3.8	4.2	5.7	3.0	5.2	5.5	3.1	5.0	4.5	1.0	3.5	3.2	4.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	92	53	38	35	11	24	23	33	31	60	36	21	3	32	4	87
	9.2	10.8	7.5	11.8	19.6	10.0	6.2	10.1	9.2	9.2	9.7	11.6	2.8	9.5	8.6	9.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	763	358	405	227	39	188	302	233	252	511	276	123	103	260	40	723
	76.3	72.8	79.7	75.7	70.6	76.8	90.9	71.6	74.0	77.5	73.6	69.8	89.5	78.1	73.3	76.2
NOT STATED	10	6	5	2	1	1	4	4	4	6	4	2	1	3	0	10
	1.0	1.2	.9	.5	1.3	.4	1.1	1.4	1.2	.9	1.1	1.0	.6	1.0	-	1.1

0016

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL	FE-	UNDER	UNDER	20-29	30-49	YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER	
	MALE	MALE	30	20												
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	109 24.6	64 27.5	44 21.3	106 24.5	65 25.5	41 23.0	2 72.5	0 100.0	42 29.2	66 22.4	45 29.1	30 33.5	13 22.4	20 14.5	2 11.8	106 25.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	11 2.5	8 3.5	3 1.5	11 2.5	8 3.1	3 1.7	0 100.0	0 100.0	1 .7	10 3.4	1 .6	2 2.2	0 100.0	8 5.9	1 6.3	10 2.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	4 1.0	3 1.2	2 .7	4 1.0	4 1.6	0 -	0 100.0	0 100.0	1 .5	4 1.2	1 .5	2 2.2	0 100.0	2 1.1	0 1.0	4 1.0
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	311 71.0	156 67.4	154 75.0	303 71.1	177 69.0	131 74.2	1 27.5	0 100.0	100 69.6	211 71.7	108 69.8	56 62.1	44 75.9	103 76.3	13 81.9	293 70.6
NOT STATED	4 .9	1 .4	3 1.5	4 .9	2 .8	2 1.1	0 100.0	0 100.0	0 -	4 1.3	0 -	0 -	1 1.7	3 2.2	0 -	4 .9

0017

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL		TOTAL		50											
	FE- MALE	MALE	FE- MALE	MALE	UNDER 20	20-29	30-49	OLDER	YRS & TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419	218	201	414	256	158	3	0	134	285	145	88	56	130	16	403
	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16	422
	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	154	85	69	152	87	65	1	0	46	108	54	35	19	46	4	150
	35.2	36.7	33.5	35.1	34.0	36.6	42.9		32.4	36.5	35.3	38.0	32.3	34.4	25.2	35.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	21	13	8	21	16	5	0	0	4	17	4	3	1	13	0	21
	4.8	5.6	4.0	4.9	6.3	2.9			3.0	5.8	2.7	3.3	1.7	9.6		5.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	11	4	7	11	9	3	0	0	3	8	3	1	1	6	2	9
	2.6	1.9	3.4	2.6	3.3	1.6			2.1	2.8	2.0	1.1	2.4	4.5	12.6	2.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	240	126	113	237	141	97	1	0	85	155	88	52	33	67	10	230
	54.8	54.5	55.1	54.8	54.8	54.8	57.1		59.6	52.5	57.3	57.6	56.6	49.3	62.2	54.5
NOT STATED	11	3	8	11	4	7	0	0	4	7	4	0	4	3	0	11
	2.6	1.3	4.0	2.6	1.6	4.1			2.9	2.4	2.7		7.0	2.2		2.7

0018

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - 9.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL		TOTAL		50											
	FE- MALE	MALE	FE- MALE	MALE	UNDER 20	20-29	30-49	YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	419	218	201	414	256	158	3	0	134	285	145	88	56	130	16	403
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16	422
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM	53	35	19	53	38	15	0	0	17	36	18	15	4	16	2	51
	12.2	15.0	9.0	12.3	14.9	8.6	-	-	12.2	12.2	12.0	16.3	6.9	11.8	12.6	12.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	11	7	4	11	7	4	0	0	0	11	0	2	0	9	0	11
	2.5	3.0	2.0	2.5	2.7	2.3	-	-	-	3.7	-	2.2	-	6.7	-	2.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	43	28	15	43	26	16	0	0	12	30	12	9	5	16	0	43
	9.7	12.0	7.2	9.8	10.2	9.2	-	-	8.6	10.3	8.0	9.8	9.4	11.9	-	10.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	324	160	164	320	183	137	2	0	111	213	121	65	44	94	14	310
	74.1	69.1	79.7	73.9	71.4	77.4	100.0	-	77.6	72.4	78.5	71.7	76.7	69.6	87.4	73.6
NOT STATED	6	2	4	6	2	4	0	0	2	4	2	0	4	0	0	6
	1.5	.9	2.1	1.5	.8	2.5	-	-	1.6	1.4	1.5	-	7.0	-	-	1.5

0019

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - G.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL	FE-	UNDER	50	YRS & TOR-	OVER	100 - 30 -	UNDER FR-								
	MALE	MALE	20	30-49	OLDER	ONTO	100 M	100 M	ENCH	OTHER	30 M	OTHER				
BASE FOR PERCENTAGES - ACTUAL	419	218	201	414	256	158	3	0	134	285	145	98	56	130	16	403
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16	422
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR	113	71	43	112	63	50	1	0	41	72	45	30	12	26	3	110
	25.9	30.4	20.8	25.9	24.4	28.1	42.9	-	28.8	24.5	29.4	32.9	20.5	19.6	18.9	26.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	20	14	6	20	13	7	0	0	2	18	2	6	2	10	0	20
	4.6	6.1	2.9	4.7	5.1	4.0	-	-	1.4	6.1	1.3	6.6	3.5	7.4	-	4.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	12	6	6	12	9	4	0	0	4	8	4	4	0	4	0	12
	2.8	2.6	2.9	2.8	3.3	2.1	-	-	2.9	2.7	2.7	4.4	-	3.0	-	2.9
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	284	138	146	281	168	113	1	0	95	189	102	51	40	92	12	272
	64.9	59.6	71.0	64.8	65.3	64.1	57.1	-	66.3	64.3	66.0	56.1	69.1	67.8	75.6	64.5
NOT STATED	8	3	5	8	5	3	0	0	1	7	1	0	4	3	1	7
	1.8	1.3	2.4	1.8	1.9	1.7	-	-	.6	2.4	.6	-	6.9	2.2	5.5	1.7

0020

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL MALE	FE-MALE	TOTAL UNDER 30		20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M		100 M	30 M	UNDER FR-ENCH	OTHER	
			20	UNDER 20						500 M	100 M					
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S SKILLS IN MATHEMATICS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	185 42.3	105 45.5	80 38.7	182 42.0	109 42.5	73 41.4	1 42.9	0 100.0	65 45.4	120 40.8	74 48.1	39 42.4	19 32.4	54 39.9	9 55.9	176 41.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	29 6.6	13 5.6	16 7.8	28 6.5	18 7.0	10 5.8	1 29.6	0 100.0	6 4.2	23 7.8	6 3.9	9 10.2	5 3.2	9 6.7	1 6.3	28 6.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	26 5.9	11 4.7	15 7.3	26 6.0	15 5.7	11 6.5	0 100.0	0 100.0	10 7.1	16 5.4	10 6.6	1 1.1	2 3.9	13 9.3	0 6.2	26 6.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	189 43.1	99 42.9	89 43.3	188 43.4	110 42.9	78 44.0	1 27.5	0 100.0	61 42.6	128 43.3	63 40.8	40 44.1	26 45.1	60 44.1	6 37.8	183 43.3
NOT STATED	9 2.1	3 1.3	6 2.9	9 2.1	5 1.9	4 2.3	0 100.0	0 100.0	1 .7	3 2.7	1 .6	2 2.2	6 10.4	0 -	0 -	9 2.1

0021

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK ROUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL	FE- MALE	30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR- ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 -	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	4 1.0	4 1.9	0 -	4 1.0	3 1.3	1 .5	0 -	0 -	0 -	4 1.5	0 -	1 1.6	1 1.7	2 1.5	1 6.3	3 .8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	49 11.3	30 12.8	20 9.6	49 11.4	26 10.3	23 13.0	0 -	0 -	14 9.9	35 12.0	17 11.1	14 15.0	6 9.8	13 9.6	2 12.6	47 11.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	260 59.5	139 59.8	121 59.0	256 59.0	153 59.6	103 58.2	2 100.0	0 -	85 59.7	175 59.3	94 61.3	46 50.7	32 55.5	88 64.9	10 62.2	250 59.3
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	111 25.4	52 22.5	59 28.7	111 25.7	69 26.9	42 23.9	0 -	0 -	38 26.6	73 24.8	37 24.1	30 32.7	12 20.8	32 24.0	3 18.9	108 25.7
NOT STATED	12 2.8	7 3.0	6 2.7	12 2.9	5 1.9	8 4.4	0 -	0 -	5 3.8	7 2.4	5 3.5	0 -	7 12.2	0 -	0 -	12 3.0

0022

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL		50													
	FE- UNDER		YRS & TOR-													
	MALE	30	20-29	30-49	OLDER	OMTO	OTHER	OVER 500 M	100 M	30 M	100 M	FR- ENCH	OTHER			
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	86 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S SELF CONFIDENCE AND SELF-ESTEEM	12 2.7	8 3.5	4 1.7	12 2.8	8 3.1	4 2.3	0 -	0 -	3 2.1	9 3.1	5 2.0	2 2.2	0 -	7 5.2	2 12.6	10 2.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	7 1.6	3 1.3	4 1.9	7 1.6	5 1.9	2 1.2	0 -	0 -	1 .7	6 2.0	1 .7	2 2.2	0 -	4 3.0	0 -	7 1.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	59 13.5	42 18.0	17 8.4	59 13.6	38 14.9	21 11.7	0 -	0 -	23 15.9	36 12.3	24 15.4	10 11.4	7 12.8	18 13.0	2 12.6	57 13.5
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	350 80.1	174 75.0	176 35.8	346 79.9	201 78.5	145 81.9	2 100.0	0 -	114 79.8	236 80.2	124 80.5	77 84.2	44 76.8	106 78.1	12 74.8	338 80.2
NOT STATED	9 2.1	5 2.2	4 2.0	9 2.1	4 1.6	5 2.9	0 -	0 -	2 1.5	7 2.4	2 1.4	0 -	6 10.4	1 .7	0 -	9 2.2

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:		
	TOTAL		TOTAL		50												
	FE- MALE		UNDER 30		YRS & TOR- OLDER												
	TOTAL	MALE	30	20	20-29	30-49	50	ONTO	OTHER	OVER 500 M	100 M	30 M	FR- ENCH	OTHER			
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 -	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0	
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0	
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE																	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	53 7.6	24 10.4	9 4.5	53 7.7	20 7.7	14 7.7	0 -	0 -	10 7.3	23 7.8	13 8.7	8 5.4	3 5.9	9 6.7	2 12.6	31 7.4	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	12 2.8	8 3.5	4 2.0	12 2.8	8 3.1	4 2.3	0 -	0 -	2 1.4	10 3.4	2 1.3	2 2.2	0 -	8 5.9	2 12.6	10 2.4	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	43 9.9	28 12.0	16 7.5	42 9.8	29 11.1	14 7.8	0 -	0 -	9 6.3	34 11.7	9 5.9	12 13.1	4 6.9	19 13.7	0 -	43 10.3	
EGUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	342 78.1	170 73.2	172 83.6	338 78.1	196 76.5	142 80.5	2 100.0	0 -	122 85.0	220 74.7	130 84.1	69 76.3	44 76.8	99 73.0	12 74.8	330 78.2	
NOT STATED	7 1.6	2 .9	5 2.4	7 1.6	4 1.6	3 1.7	0 -	0 -	0 -	7 2.4	0 -	0 -	6 10.4	1 .7	0 -	7 1.7	

0024

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL		TOTAL		SC											
	FE- MALE		UNDER 20		YRS & TOR- ONTO				OVER 500 M				100 - 30 - UNDER FR- 100 M 500 M 100 M 30 M			
	TOTAL MALE		TOTAL		30-49				100.0				100.0			
BASE FOR PERCENTAGES - ACTUAL	419	218	201	414	256	158	3	0	134	285	145	88	56	130	16	403
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16	422
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	3	3	0	3	1	2	0	0	3	0	3	0	0	0	0	3
	.7	1.3	-	.7	.4	1.2	-	-	2.2	-	2.0	-	-	-	-	.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	4	5	4	9	6	3	0	0	3	6	3	1	1	4	1	8
	2.1	2.2	1.9	2.1	2.3	1.8	-	-	2.2	2.0	2.0	1.1	1.7	3.0	6.3	1.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	78	49	29	77	52	25	1	0	19	59	21	26	7	24	1	77
	17.7	21.0	14.1	17.7	20.2	14.1	42.9	-	13.1	20.0	13.5	28.5	12.2	17.8	6.3	13.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	341	172	169	337	194	143	1	0	117	224	126	64	44	107	14	327
	77.9	74.2	82.0	77.9	75.5	81.2	57.1	-	81.8	75.9	81.4	70.4	75.7	70.2	37.4	77.5
NOT STATED	7	3	4	7	4	3	0	0	1	6	1	0	6	0	0	7
	1.6	1.3	2.0	1.6	1.6	1.7	-	-	.7	2.1	.7	-	10.4	-	-	1.7

0025

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:			COMMUNITY SIZE:			LANGUAGE:		
	TOTAL			TOTAL			50								
	FE- MALE			UNDER 20			YRS & TOR- OLDER ONTO			OVER 100 - 30 - 500 M			UNDER FR- ENCH OTHER		
	TOTAL	MALE	FEMALE	30	20	19	30-49	50+	100	30	500	M	30	M	OTHER
BASE FOR PERCENTAGES - ACTUAL	419	218	201	414	256	158	3	0	134	285	145	88	56	130	16 403
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0 100.0
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16 422
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0 100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	7	4	3	7	7	0	0	0	1	6	2	2	0	3	0 7
	1.6	1.7	1.5	1.6	2.7	-	-	-	.7	2.0	1.3	2.2	-	2.2	- 1.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	7	5	2	7	5	2	0	0	2	5	2	1	0	4	0 7
	1.6	2.2	1.0	1.6	1.9	1.1	-	-	1.4	1.7	1.3	1.1	-	3.0	- 1.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	101	67	34	100	61	38	0	0	33	68	35	28	11	27	4 97
	23.0	29.0	16.3	23.0	23.9	21.8	-	-	22.9	23.1	22.5	30.4	19.8	20.0	25.2 22.9
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	313	151	162	310	180	130	2	0	106	208	114	60	40	99	12 301
	71.6	65.1	78.8	71.6	70.0	73.8	100.0	-	73.8	70.5	73.7	66.3	69.8	73.5	74.8 71.5
NOT STATED	10	5	5	10	4	6	0	0	2	8	2	0	6	2	0 10
	2.2	2.0	2.4	2.2	1.5	3.3	-	-	1.2	2.7	1.2	-	10.4	1.3	- 2.3

0026

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - 4.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL MALE	FE-MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR-ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 -	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	102 23.3	64 27.6	38 18.5	101 23.4	58 22.5	44 24.7	1 29.6	0 -	34 23.7	68 23.1	38 24.6	19 20.4	8 13.3	38 28.1	5 30.7	97 23.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	7 1.6	7 3.0	0 -	7 1.6	6 2.3	1 .5	0 -	0 -	0 -	7 2.4	0 -	4 4.4	0 -	3 2.2	0 -	7 1.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	41 9.4	24 10.3	17 8.4	41 9.5	34 13.3	7 4.0	0 -	0 -	6 4.0	35 12.0	6 3.7	16 18.0	5 8.7	14 10.4	1 6.3	40 9.5
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	280 64.0	134 57.8	146 70.9	276 63.8	154 60.1	122 69.1	2 70.4	0 -	103 72.3	176 59.9	110 71.7	52 57.2	39 67.6	79 58.2	10 63.0	270 64.0
NOT STATED	8 1.7	3 1.3	5 2.2	8 1.7	5 1.8	3 1.7	0 -	0 -	0 -	8 2.6	0 -	0 -	6 10.4	2 1.1	0 -	8 1.8

0027

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL MALE	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	86 19.6	64 27.4	22 10.9	85 19.6	40 15.8	45 25.2	1 42.9	0	15 10.5	71 24.1	19 12.4	19 20.4	12 20.8	36 26.9	3 18.9	83 19.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	32 7.2	22 9.7	9 4.5	32 7.3	20 7.9	11 6.4	0	0	6 4.2	26 8.7	6 3.9	13 14.0	1 1.7	12 8.9	1 6.3	31 7.3
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	23 5.3	10 4.3	13 6.3	23 5.3	19 7.4	4 2.3	0	0	4 2.8	19 6.5	4 2.6	7 7.7	3 5.2	9 4.7	2 12.6	21 5.0
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	287 65.6	134 57.7	153 74.4	283 65.5	172 66.9	112 63.2	1 57.1	0	116 81.1	171 58.0	123 79.8	53 57.9	56 61.9	76 56.0	10 62.2	277 65.7
NOT STATED	10 2.3	2 .9	8 3.9	10 2.3	5 2.0	5 2.9	0	0	2 1.4	8 2.7	2 1.3	0	6 10.4	2 1.5	0	10 2.4

0028

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:			
	TOTAL		TOTAL		50											
	MALE	FE- MALE	UNDER 30	UNDER 20	20-29	30-49	YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	FR- ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING	121 27.8	70 30.3	51 24.9	118 27.3	83 32.4	35 20.0	1 42.9	0 100.0	34 23.7	88 29.7	59 25.3	25 27.2	14 24.7	44 32.2	4 25.2	117 27.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	30 6.7	24 10.1	6 2.9	30 6.8	17 6.6	13 7.1	0 100.0	0 100.0	7 5.0	22 7.6	8 5.3	11 12.5	3 5.2	7 5.2	0 100.0	30 7.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	14 3.1	8 3.5	6 2.7	14 3.2	9 3.5	5 2.7	0 100.0	0 100.0	6 4.0	8 2.7	7 4.3	3 3.3	0 100.0	4 3.0	0 100.0	14 3.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	258 58.9	126 54.4	132 64.0	256 59.1	139 54.0	118 66.6	1 57.1	0 100.0	93 64.9	165 55.9	97 42.9	51 55.9	33 57.9	76 56.6	11 68.5	247 58.5
NOT STATED	15 3.5	4 1.7	11 5.5	15 3.6	9 3.5	6 3.6	0 100.0	0 100.0	3 2.4	12 4.1	3 2.2	1 1.1	7 12.2	4 3.0	1 6.3	14 3.4

0029

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUR-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:			COMMUNITY SIZE:			LANGUAGE:		
	TOTAL	FE-MALE	UNDER 30	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR-ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	34 7.8	24 10.4	10 4.9	34 7.8	22 8.5	12 6.9	0 -	11 7.8	23 7.8	11 7.2	6 6.5	3 5.2	14 10.3	2 12.6	32 7.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	43 9.9	23 10.1	20 9.7	43 10.0	26 10.2	17 9.7	0 -	12 8.7	31 10.5	16 10.6	11 12.1	2 3.5	14 10.4	1 6.3	42 10.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	149 34.1	77 33.1	72 35.2	147 33.9	86 33.4	61 34.5	1 27.5	43 30.2	106 36.0	49 32.0	33 35.9	20 33.9	48 35.5	6 37.0	143 34.0
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	201 45.9	102 43.8	99 48.3	199 46.0	118 45.9	81 46.1	2 72.5	74 51.9	127 43.0	75 48.9	41 45.5	27 47.0	57 42.3	7 44.1	194 46.0
NOT STATED	10 2.3	6 2.6	4 1.9	10 2.3	5 2.0	5 2.8	0 -	2 1.4	8 2.7	7 1.3	0 -	6 10.4	2 1.5	0 -	10 2.4

0030

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL		TOTAL		50											
	TOTAL	FE- MALE	UNDER 30	UNDER 20	20-29	30-49	YRS & OLDER	TOR- ONTO	OTHER	OVER 500	100 M	30 M	UNDER FR- ENCH	OTHER		
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 -	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	150 34.2	93 40.0	57 27.8	147 33.9	90 35.1	57 32.3	2 72.5	0 -	46 31.9	104 35.3	49 31.6	35 38.3	17 29.4	49 36.6	7 43.3	143 33.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	48 11.0	31 13.6	17 8.0	48 11.1	25 9.7	23 13.0	0 -	0 -	15 10.5	33 11.2	17 11.1	11 12.1	3 5.9	17 12.2	2 12.6	46 10.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	48 10.9	26 11.2	22 10.6	47 10.8	30 11.6	17 9.6	0 -	0 -	12 8.4	36 12.2	15 9.7	8 8.6	5 8.6	20 14.8	1 6.3	47 11.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	182 41.7	78 33.5	105 50.9	182 42.0	106 41.4	76 42.8	1 27.5	0 -	69 48.5	113 38.4	72 46.9	37 41.0	26 45.7	47 34.5	6 37.8	176 41.8
NOT STATED	10 2.2	4 1.7	6 2.7	10 2.2	6 2.2	4 2.3	0 -	0 -	1 .7	9 2.9	1 .7	0 -	6 10.4	3 1.9	0 -	10 2.3

0031

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK AROUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	MALE	FE-	TOTAL	UNDER	UNDER	20	20-29	30-49	50 YRS & OLDER	YRS & OLDER	OVER 500 M	100 M	30 M	100 M	UNDER 30 M	FR-ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0			
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0			
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																		
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	53 12.1	32 14.0	21 10.0	53 12.2	30 11.8	23 12.8	0	22 15.4	31 10.5	23 14.9	14 15.4	5 8.7	11 8.1	1 6.3	52 12.3			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	11 2.6	10 4.4	1 .5	11 2.6	7 2.9	4 2.3	0	1 .7	10 3.5	1 .7	6 7.0	0	4 3.0	0	11 2.7			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	51 11.7	35 15.0	16 7.9	51 11.8	35 13.6	16 9.1	0	15 10.6	36 12.2	17 11.1	10 10.8	7 12.1	17 12.6	1 6.3	50 11.9			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	313 71.4	152 65.4	161 78.2	308 71.1	178 69.5	130 73.5	2	103 72.1	209 71.1	111 72.2	59 64.6	40 68.8	103 76.3	14 87.4	299 70.8			
NOT STATED	10 2.2	3 1.2	7 3.4	10 2.3	6 2.2	4 2.3	0	2 1.2	8 2.7	2 1.1	2 2.2	6 10.4	0	0	10 2.3			

0032

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:													
PRO/ EX/RC		PUB. OR LESS		MIN. SOME S.S.		MIN. SOME P.S.		HAVE NO CHILD		TOTAL CHILD FIN- ISHED		CHILD NOT IN SCL.		TOTAL IN PUB.		IN SS PUB. 12-13		IN SS OTHER PUB.		TOTAL POST SEC.		IN UNIV. CAAT	
TOTAL		OTHER		S.S.		P.S.		CHILD		CHILD		SCL.		PUB.		PUB.		PUB.		SEC.		UNIV.	

BASE FOR PERCENTAGES - ACTUAL																							
1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED																							
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																							
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY																							
181	15	166	41	66	38	19	101	3	8	34	14	23	15	11	4	18.1	14.5	18.6	15.9	15.6	16.7	15.6	15.2
18.1	14.5	18.6	15.9	15.6	16.7	15.6	15.2	6.5	9.8	17.1	14.2	15.2	21.2	22.9	17.1								
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE																							
49	3	46	18	22	9	9	35	4	8	7	5	4	6	4	1	4.9	2.4	5.2	6.9	5.0	4.1	7.1	5.2
4.9	2.4	5.2	6.9	5.0	4.1	7.1	5.2	9.0	10.0	3.7	5.2	2.5	8.4	9.2	5.1								
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE																							
39	2	36	14	20	4	5	22	3	3	3	2	2	0	0	0	3.9	1.8	4.2	5.4	4.7	1.8	4.2	3.3
3.9	1.8	4.2	5.4	4.7	1.8	4.2	3.3	5.8	4.2	1.4	2.5	1.4	-	-	-								
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN																							
726	86	637	184	322	173	88	501	38	59	153	75	118	48	33	19	72.6	80.5	71.5	71.2	74.1	77.0	73.1	75.6
72.6	80.5	71.5	71.2	74.1	77.0	73.1	75.6	78.7	74.7	76.8	77.2	80.2	69.4	67.9	75.1								
NOT STATED																							
5	1	4	2	2	1	0	5	0	1	2	1	1	1	0	1	.5	.8	.5	.6	.6	.4	-	.7
.5	.8	.5	.6	.6	.4	-	.7	-	1.3	1.0	.9	.7	1.0	-	.7								

0033

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
	PRO/ EX/ MG					PUB. OR LESS					MIN. SOME S.S.					TOTAL CHILD NOT IN FIN- ISHED SCL.				
	TOTAL	R/OWN	OTHER																	
BASE FOR PERCENTAGES - ACTUAL	1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED	1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM:	253	19	231	52	112	49	33	141	8	12	42	22	27	16	13	4				
	25.3	17.9	26.0	20.2	25.8	21.9	27.3	21.3	17.0	15.1	20.9	22.6	18.5	22.8	26.9	13.8				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	58	5	53	18	24	14	5	46	8	6	9	5	7	10	7	3				
	5.8	5.0	5.9	6.8	5.6	6.3	4.1	7.0	15.8	8.1	4.7	5.5	4.8	14.7	14.8	11.3				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	54	3	51	17	27	7	8	29	2	4	4	3	3	1	1	0				
	5.4	2.5	5.7	6.7	6.1	2.9	6.3	4.4	5.0	5.5	2.1	3.3	1.8	1.8	2.5	-				
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	623	77	545	170	268	152	74	440	30	53	143	66	109	41	27	19				
	62.2	72.6	61.2	65.7	61.6	67.5	61.5	66.3	62.2	67.2	71.8	68.6	74.2	59.7	55.8	72.2				
NOT STATED	13	2	10	2	4	3	1	7	0	3	1	0	1	1	0	1				
	1.3	2.0	1.2	.6	.9	1.4	.8	1.0	-	4.1	.5	-	.7	1.0	-	2.7				

0034

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:					FAMILY COMP. & ED. OF CHILD:									
	PUR. MIN. MIN. HAVE TOTAL CHILD NOT TOTAL IN SS IN SS IN SS TOTAL IN IN					PUR. OR SOME NO CHILD FIN- IN PUB. 12-13 PUR. OTHER POST UNIV. CAAT									
	PRO/ EX/NG R/OWN OTHER	PUR. OR LESS	MIN. S.S. P.S.	MIN. SOME	HAVE NO CHILD	TOTAL CHILD FIN- ISHED	IN SCL.	PUR. PUB.	12-13 PUR.	OTHER PUR.	IN POST SEC.	TOTAL IN UNIV.	IN CAAT		
BASE FOR PERCENTAGES - ACTUAL	1004 94 908 100.0 100.0	271 100.0	455 100.0	219 100.0	144 100.0	682 100.0	57 100.0	78 100.0	207 100.0	95 100.0	153 100.0	60 100.0	43 100.0	21 100.0	21 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 107 890 100.0 100.0	259 100.0	455 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	69 100.0	48 100.0	26 100.0	26 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	119 9 110 11.9 6.1	12.3 15.9	41 10.8	47 8.9	20 17.1	76 11.5	6 12.9	1 1.9	18 9.0	10 10.5	9 5.9	14 19.9	10 20.3	4 14.7	4 14.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	26 4 22 2.6 4.0	2.5 4.0	10 2.9	13 2.9	3 2.7	18 2.8	2 3.4	3 3.5	6 3.2	4 4.5	5 3.6	1 1.2	1 1.7	0 -	0 -
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	96 8 88 9.6 7.3	20 9.9	48 11.1	15 6.9	5 3.9	56 8.4	2 4.9	7 9.0	9 4.6	6 6.1	5 3.6	1 1.7	1 2.4	1 3.6	1 3.6
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	750 85 661 74.9 79.8	185 74.3	322 74.1	186 83.0	92 76.3	507 76.4	38 78.8	66 83.2	164 82.4	76 78.2	127 86.2	52 76.2	57 75.6	20 79.0	20 79.0
NOT STATED	10 1 9 1.0 .8	2 1.0	5 .9	0 1.1	0 -	6 .9	0 -	2 2.4	2 .8	1 .7	1 .7	1 1.0	0 -	1 2.7	1 2.7

0035

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - 4.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
PRO/										TOTAL CHILD NOT									
EX/NG										FIN-									
TOTAL										ISHED									
										SCL.									
										PUB.									
										12-13									
										PUB.									
										OTHER									
										IN SS									
										TOTAL IN									
										SS									
										PUB.									
										OTHER									
										PUB.									
										UNIV.									
										CAAT									

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:												
-----				-----												
PRO/ EX/AG R/OWN	OTHER	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL HAVE CHILD	NOT FIN- ISHED	IN SCL.	TOTAL IN PUB.	IN SS PUB.	IN SS 12-13 PUB.	OTHER PUB.	IN SS 12-13 PUB.	TOTAL POST SEC.	IN ONT. UNIV. CAAT	

1004 100.0	94 100.0	908 100.0	271 100.0	455 100.0	219 100.0	144 100.0	682 100.0	57 100.0	78 100.0	207 100.0	95 100.0	153 100.0	60 100.0	43 100.0	21 100.0	
1000 100.0	107 100.0	890 100.0	259 100.0	435 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	69 100.0	48 100.0	26 100.0	
CONTINUE TO DEVELOP STUDENT'S SKILLS IN MATHEMATICS																
212 21.2	17 15.9	195 21.9	53 20.6	79 18.3	45 19.8	21 17.4	128 19.3	7 15.2	16 20.8	29 14.5	12 12.2	21 14.1	14 20.6	9 19.4	5 18.5	
76 7.6	11 7.2	68 7.6	24 9.4	22 4.9	16 7.3	12 9.6	39 5.9	6 13.2	2 2.4	7 3.3	5 5.6	2 1.5	6 8.0	3 6.3	2 9.6	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY																
71 7.1	6 6.0	64 7.2	18 7.1	33 7.7	14 6.3	9 7.6	39 5.9	3 5.3	5 6.0	11 5.6	9 9.3	9 6.1	2 2.6	2 3.7	0 -	
627 62.7	71 66.2	553 62.2	161 62.1	296 68.1	141 62.8	78 64.6	446 67.3	32 65.7	52 66.6	148 74.5	69 71.2	113 76.5	45 65.8	34 70.6	16 60.5	
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN																
15 1.4	5 4.7	10 1.1	2 .8	4 1.0	8 3.8	1 .8	11 1.6	0 .6	3 4.2	4 2.1	2 1.7	3 1.8	2 3.0	0 -	3 11.4	
NOT STATED																

U037

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
	PRO/ EX/MG					MIN. SOME S.S.					TOTAL CHILD NOT FIN- IN IN SS					TOTAL IN SS IN SS				
	OTHER	PUR.	OR	LESS	P.S.	MIN.	SOME	S.S.	P.S.	CHILD	HAVE	NO	FIN-	IN	TOTAL	IN	SS	OTHER	PUB.	IN
	1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB	27	1	26	12	12	2	3	20	0	2	4	2	3	0	0	0				
	2.7	.8	3.0	4.6	2.7	.9	2.2	3.0	-	2.6	2.1	2.4	1.9	-	-	-				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	92	10	82	28	32	23	14	50	5	6	11	8	5	7	4	4				
	9.2	9.2	9.3	10.9	7.5	10.4	11.5	7.6	10.7	7.1	5.5	8.0	3.2	10.5	7.7	13.7				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	488	52	432	95	217	118	59	296	19	42	88	44	63	32	22	12				
	48.8	49.1	48.6	36.8	50.0	52.3	49.3	44.6	40.4	53.3	44.2	45.6	42.6	46.8	44.4	44.6				
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	382	43	338	121	170	81	44	292	24	27	95	43	76	29	23	10				
	38.2	40.2	38.0	46.7	39.2	35.9	36.3	44.0	48.9	34.6	47.7	44.0	51.6	41.7	47.9	39.0				
NOT STATED	11	1	10	3	3	1	1	5	0	2	1	0	1	1	0	1				
	1.1	.7	1.1	1.0	.6	.5	.7	.8	-	2.4	.5	-	.7	1.0	-	2.7				

0034

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

		OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:											
		PRO/ EX/MG		PUB. OR LESS		MIN. SOME S.S.		MIN. SOME P.S.		HAVE NO CHILD		TOTAL HAVE CHILD		CHILD FIN- ISHED		TOTAL IN IN PUB.		TOTAL IN SS OTHER PUB.		TOTAL IN SEC. UNIV.		IN OHT. CAAT	
TOTAL		R/OWN		OTHER		LESS		S.S.		P.S.		CHILD		CHILD		PUB.		12-13		PUB.		UNIV.	

0039

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

FAMILY COMP. & ED. OF CHILD:																
OCCUPATION: EDUCATION:																
PUR. FIN. MIN. HAVE TOTAL CHILD NOT TOTAL IN SS IN																

0040

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK ROUND STUDENTS - 4.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:					FAMILY COMP. & ED. OF CHILD:										
	PRO/ EX/MG R/OWN	OTHER	PUR. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN SS PUR 12-13	IN SS OTHER PUB.	TOTAL POST SEC.	IN UNIV.	IN ONT. CAAT		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	94 100.0	908 100.0	271 100.0	455 100.0	219 100.0	144 100.0	682 100.0	57 100.0	78 100.0	207 100.0	95 100.0	153 100.0	60 100.0	43 100.0	21 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	107 100.0	890 100.0	259 100.0	435 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	69 100.0	48 100.0	26 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS	13 1.3	0 -	13 1.5	7 2.5	5 1.0	0 -	0 -	11 1.7	1 1.9	2 2.1	0 -	0 -	0 -	1 1.9	1 2.8	0 -
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	9 .9	0 -	9 1.0	4 1.5	4 .8	0 -	1 .6	6 .9	0 -	0 -	1 .5	0 -	1 .6	0 -	0 -	0 -
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	197 19.7	17 15.5	181 20.3	59 22.9	94 21.6	28 12.4	23 19.0	117 17.6	10 21.0	16 20.9	29 14.6	12 12.4	19 13.1	11 15.7	7 14.3	4 14.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	772 77.2	90 84.5	678 76.2	187 72.2	328 75.5	195 87.0	96 79.8	522 78.6	37 77.1	59 74.6	167 83.7	85 87.6	125 84.7	55 79.3	39 80.0	21 82.4
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	9 .9	0 -	9 1.0	2 .9	5 1.1	1 .6	1 .6	9 1.2	0 -	2 2.4	2 1.2	0 -	2 1.6	2 3.1	1 2.9	1 2.7
NOT STATED																

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - 4.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
PRO/ EX/MS R/OWN		OTHER	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN SS PUP.	OTHER PUP.	TOTAL IN SS PUP.	TOTAL POST SEC.	IN UNIV.	IN CAAT				
BASE FOR PERCENTAGES - ACTUAL																			
1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED																			
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY																			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY																			
33	3	30	10	16	7	7	20	2	3	4	2	2	0	0	0				
3.3	3.1	3.3	3.9	3.7	3.0	5.5	3.0	3.3	4.0	1.8	2.1	1.1	-	-	-				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE																			
19	3	16	9	7	3	1	12	1	1	1	0	1	0	0	0				
1.9	3.2	1.8	3.3	1.5	1.3	1.2	1.9	1.9	.7	.4	-	.6	-	-	-				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE																			
118	13	105	36	44	20	6	64	6	6	19	9	14	5	4	1				
11.8	12.2	11.8	13.8	10.0	9.1	4.8	9.7	13.1	8.2	9.5	9.2	9.2	7.2	8.1	3.9				
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN																			
819	86	728	202	362	194	106	559	39	65	173	85	130	62	45	23				
81.9	81.0	81.9	78.0	83.4	86.1	88.0	84.2	81.1	82.7	87.1	87.3	88.4	89.8	91.9	88.3				
NOT STATED																			
11	1	11	3	6	1	1	8	0	4	2	1	1	2	0	2				
1.1	.5	1.2	1.0	1.4	.5	.5	1.2	.6	4.4	1.2	1.4	.7	3.0	-	7.8				

0042

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - 4.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:														
PRO/ EX/MG R/OWN OTHER					PUB. MIN. SOME S.S.					TOTAL CHILD NOT FIN- ISHED					TOTAL IN SS PUB. 12-13					IN SS TOTAL IN PUB. SEC. UNIV. CAAT				
					OR LESS					HAVE NO CHILD					IN PUB. 12-13					IN PUB. SEC. UNIV. CAAT				

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
PRO/ EX/ MG					MIN. SOME NO HAVE TOTAL CHILD NOT					IN SS IN SS IN SS					TOTAL IN IN				
PUB. OR LESS S.S. P.S. CHIL CHILD ISHD SCL. PUB. 12-13 PUB. OTHER PUB. SEC. UNIV. CAAT																			
TOTAL R/OWN OTHER																			
BASE FOR PERCENTAGES - ACTUAL																			
1004	94	908	271	455	219	144	282	57	78	207	95	153	60	43	21				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED																			
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION																			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY																			
167	14	153	40	62	37	17	103	9	14	21	9	14	12	10	2				
16.7	13.3	17.2	15.7	14.2	16.4	14.0	15.5	18.3	18.2	10.5	9.4	9.1	17.9	20.7	8.7				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE																			
95	11	84	29	42	17	10	60	4	6	26	15	16	11	7	6				
9.4	9.9	9.4	11.3	9.8	7.6	8.6	9.0	8.6	7.6	12.8	15.0	10.6	15.9	14.6	22.6				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE																			
71	3	68	26	38	7	11	43	2	8	9	7	5	2	0	2				
7.1	2.4	7.7	9.9	8.7	3.0	8.9	6.5	4.9	10.6	4.6	7.0	3.6	3.6	-	9.6				
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN																			
657	76	577	160	287	162	82	451	33	47	143	66	112	42	31	15				
65.7	71.6	64.8	61.9	66.0	72.1	67.9	67.9	68.2	59.4	71.6	68.6	76.0	61.6	64.7	56.4				
NOT STATED																			
11	3	8	3	6	2	1	8	0	3	1	0	1	1	0	1				
1.1	2.8	.9	1.2	1.3	.9	.6	1.1	-	4.2	.5	-	.7	1.0	-	2.7				

0044

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:															
PRO/		PUB.		MIN.		MIN.		HAVE		TOTAL CHILD NOT		TOTAL IN SS		IN SS		TOTAL IN		IN	
EX/MG		OR		SOME		SOME		NO		FIN-		IN		OTHER PUR.		POST SEC.		ONT. UNIV. CAAT	
R/OWN		LESS		S.S.		P.S.		CHILD		ISHED		SCL.		PUB.		12-13			
OTHER																			

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK AROUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

		OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
		PRO/	EX/MG	OR	PUP.	MIN.	MIN.	HAVE	TOTAL	CHILD	NOT	TOTAL	IN SS	IN SS	TOTAL	IN	IN	IN	IN	IN	IN
		N/OWN	OTHER	LESS	S.S.	P.S.	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL	CHIL
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL		1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21				
BASE FOR PERCENTAGES - WEIGHTED		1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26				
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY		80	4	76	19	47	8	6	54	7	9	13	6	11	3	1	1				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE		110	7	103	32	43	30	21	63	7	3	14	10	7	7	7	1				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE		294	29	262	66	120	66	35	175	11	24	47	22	35	9	5	4				
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN		503	65	437	137	219	119	57	360	22	40	119	54	91	50	35	19				
NOT STATED		13	1	12	5	6	2	1	12	0	2	6	5	3	1	0	1				
		1.3	.8	1.4	1.9	1.4	1.1	1.0	1.8	-	2.4	2.8	4.7	2.1	1.0	-	2.7				

0046

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
		PRO/	EX/NG	R/OWN	OTHER	PUB.	MIN.	MIN.	SOME	HAVE	TOTAL	CHILD	NOT	TOTAL	IN	SS	IN	SS	OTHER	POST	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN	IN</

0047

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK SOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
	PRO/					PUR. MIN. MIN. MIN. MIN. MIN.					HAVE TOTAL CHILD NOT TOTAL IN SS IN SS TOTAL IN IN					OTHER POST IN IN				
	EX/MG	R/OWN	OTHER	LESS	S.S.	P.S.	CHILD	FIN- IN IN PUB	12-13 PUB. SEC. UNIV. CAAT											
BASE FOR PERCENTAGES - ACTUAL	1004 94 908 271 455 219 144 682 57 78 207 95 153 60 43 21 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0																			
BASE FOR PERCENTAGES - WEIGHTED	1500 107 890 259 435 225 120 664 48 79 199 97 148 69 48 26 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0																			
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	96 6 90 27 38 19 14 64 7 3 19 11 11 9 6 3 9.6 5.7 10.1 10.3 3.7 8.7 11.6 9.7 14.5 3.9 9.3 11.8 7.4 13.0 13.3 9.8																			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	40 3 37 12 22 2 3 30 1 2 3 2 1 1 0 0 3.9 2.5 4.1 4.8 5.0 1.1 2.2 4.5 2.6 2.5 1.4 2.1 .5 2.0 2.8 -																			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	92 6 86 34 42 6 11 52 7 7 14 5 11 5 5 5 9.2 5.4 9.7 13.2 9.6 2.7 9.2 9.2 14.2 9.1 7.2 5.4 7.8 8.0 2.9 19.3																			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	763 90 669 182 329 194 93 508 33 63 161 76 122 52 39 18 76.3 84.2 75.2 70.4 75.8 86.5 77.0 76.6 68.7 80.3 80.7 79.8 83.0 76.0 81.0 68.2																			
NOT STATED	10 2 8 3 4 2 0 9 0 3 3 2 2 1 0 1 1.0 2.2 .9 1.3 .9 1.0 - 1.4 - 4.2 1.4 1.9 1.3 1.0 - 2.7																			

Q048

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - (CROSS SECTION)
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	-----						-----									
	TOTAL	UPPER	MID-	LOWER	UPPER	MID-	LOWER	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.
		DLF	DLE	DLE	DLF	DLE	DLE	IN	OTHER	IN	IN	IN	IN	IN	IN	IN
								ONT.	PROV.	CD	ONT.	PROV.	CD	ONT.	PROV.	CD
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	190	597	79	168	515	58	103			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	169	572	83	170	497	61	105			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	181	37	52	38	29	25	25	95	8	21	87	3	17			
	18.1	17.3	22.2	17.4	17.3	15.0	15.0	17.1	9.4	12.2	17.5	5.7	15.8			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	49	10	9	3	14	13	13	30	4	9	22	3	7			
	4.9	4.6	4.0	1.2	8.2	7.9	7.9	5.2	4.3	5.2	4.3	4.8	6.2			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	39	5	4	6	9	16	9	35	0	2	23	0	1			
	3.9	2.3	1.7	2.8	5.3	9.3	9.3	6.1	-	1.3	4.6	-	1.2			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	726	159	170	170	114	114	114	408	72	136	363	54	79			
	72.6	74.6	72.1	78.4	68.6	67.2	67.2	71.4	86.3	80.2	73.1	89.5	75.0			
NOT STATED	5	3	0	0	1	1	1	1	0	2	2	0	2			
	.5	1.2	-	.2	.6	.6	.6	.2	-	1.1	.5	-	1.8			

0049

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	-----						-----									
	UPPER		MID-		LOWER		G.S.		G.S.		G.S.		S.S.		S.S.	
	TOTAL	UPPER	DLE	MID-	DLE	MID	IN	ONT.	OTHER	IN	IN	CD	ONT.	OTHER	IN	CD
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	253	59	68	46	49	31	148	17	27	131	13	19				
	25.3	28.0	29.1	21.0	29.5	18.2	25.8	20.9	15.9	26.4	20.7	15.3				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	58	12	8	16	11	11	38	2	10	32	1	6				
	5.8	5.8	3.4	7.5	6.6	6.3	6.6	2.8	5.7	6.4	1.5	5.3				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	54	2	13	14	10	15	35	2	9	26	1	5				
	5.4	.7	5.5	6.6	6.2	8.6	6.1	2.5	5.3	5.3	2.3	4.6				
Equally Important regardless of A Student's Plan	623	133	143	141	94	111	346	60	123	302	45	75				
	62.2	62.6	60.9	64.9	56.6	65.8	60.5	72.1	72.5	60.8	73.2	70.9				
NOT STATED	13	6	3	0	2	2	5	1	1	5	1	1				
	1.3	2.9	1.1	-	1.1	1.1	1.0	1.7	.6	1.1	2.3	.9				

0050

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S.			S.S.		
	MID-	DLE	MID-	DLE	MID-	DLE	IN	OTHER	IN	OTHER	IN	CD
TOTAL	UPPER						CD	PROV.	CD	PROV.	CD	
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	119	20	29	24	18	27	62	9	25	43	6	19
	11.9	9.6	12.5	11.1	10.8	15.7	10.9	10.5	14.5	8.6	9.2	18.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	26	4	5	4	7	6	15	1	6	12	1	1
	2.6	2.0	2.3	1.9	4.2	3.4	2.6	1.7	3.5	2.4	2.3	.9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	96	10	30	19	21	16	62	4	10	56	1	5
	9.6	4.7	12.6	8.8	12.6	9.5	10.9	4.6	5.9	11.3	2.4	4.6
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	750	176	168	168	118	120	428	69	128	382	52	79
	74.9	82.6	71.3	77.6	71.3	70.8	74.8	83.2	75.5	76.9	86.1	75.2
NOT STATED	10	2	3	1	2	1	5	0	1	4	0	1
	1.0	1.1	1.3	.6	1.1	.6	.8	-	.6	.8	-	.9

C051

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, COLLEGE, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			MID-			LOWER			G.S.		
	TOTAL	UPPER	MID-	DLE	MID-	DLE	TOTAL	UPPER	MID-	G.S.	G.S.	G.S.
										IN	OTHER	S.S.
										CD	PROV.	IN CD
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	53	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	176	49	44	28	29	27	93	12	20	82	9	13
	17.6	23.1	18.6	13.0	17.2	15.7	16.3	14.5	12.0	16.4	14.3	12.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	41	4	8	9	8	12	26	5	5	16	3	2
	4.0	1.8	3.3	4.1	4.9	7.1	4.5	5.9	3.2	3.1	4.2	1.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	44	5	13	6	9	10	27	3	6	22	1	5
	4.4	2.2	5.6	2.9	5.5	6.2	4.7	3.4	3.4	4.5	2.3	4.6
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	728	152	169	172	117	118	422	62	136	373	47	82
	72.8	71.5	71.7	79.4	70.4	69.8	73.7	74.5	79.7	75.0	76.4	73.2
NOT STATED	12	3	2	1	3	2	5	1	3	5	1	3
	1.2	1.4	.8	.6	2.0	1.2	.8	1.7	1.7	1.0	2.3	2.8

0052

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - 4.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION.

	SOCIO-ECONOMIC:				RESPONDENT'S EDUCATION:									
	UPPER		MID-		LOWER		G.S.		G.S.		G.S.		S.S.	
	TOTAL	UPPER	MID-	DLE	MID-	DLE	IN	ONT.	OTHER	IN	ONT.	OTHER	IN	S.S.
BASE FOR PERCENTAGES - ACTUAL	1004	214	196	217	185	190	597	79	168	515	58	103		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SKILLS IN MATHEMATICS														
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	212	44	56	41	35	35	110	13	35	94	6	28		
	21.2	20.8	23.8	19.1	21.2	20.7	19.3	15.4	20.5	18.8	10.4	26.8		
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	76	14	20	11	18	12	35	4	11	31	4	4		
	7.6	6.8	8.4	4.9	11.0	7.4	6.1	4.8	6.3	6.2	6.6	4.0		
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	71	13	14	8	21	15	50	4	8	39	4	4		
	7.1	6.0	6.0	3.5	12.9	8.8	8.7	5.1	4.6	7.9	5.8	3.3		
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	627	134	141	157	89	105	367	61	114	323	47	67		
	62.7	62.9	60.1	72.5	53.9	62.3	64.1	73.0	67.1	65.1	77.0	63.4		
NOT STATED	15	8	4	0	2	1	10	1	3	10	0	3		
	1.4	3.5	1.7	-	1.1	.8	1.8	1.7	1.5	2.0	-	2.5		

0053

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			MID-			LOWER			G.S.		
	TOTAL	UPPER	DLE	TOTAL	UPPER	DLE	TOTAL	UPPER	DLE	G.S.	G.S.	S.S.
										IN	OTHER	NOT
										CD	PROV.	IN CD
BASE FOR PERCENTAGES - ACTUAL	1004	216	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PROVIDE TRAINING IN SPECIFIC JOB SKILLS WHICH WILL ASSIST STUDENT IN GETTING JOB												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	27	1	4	4	5	13	17	1	7	11	1	2
	2.7	.2	1.6	2.0	2.9	7.8	3.0	.6	3.9	2.2	.7	2.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	92	20	27	17	16	13	55	6	10	42	4	9
	9.2	9.4	11.3	8.0	9.6	7.4	9.7	7.7	5.9	8.5	6.8	8.3
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	488	113	119	96	87	73	285	33	69	263	26	48
	48.8	53.2	50.4	44.4	52.2	43.2	49.9	40.3	40.5	53.0	42.3	46.0
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	382	74	84	97	57	69	211	43	84	177	30	44
	38.2	34.8	35.8	44.9	34.2	41.0	36.9	51.4	40.1	35.7	50.1	42.1
NOT STATED	11	5	2	2	2	1	2	0	1	3	0	1
	1.1	2.4	.7	.7	1.1	.6	.5	-	.6	.6	-	.9

0054

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK ROUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENT'S EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S.			S.S.		
	TOTAL	UPPER	DLE	MID-	MID-	LOWER	TOTAL	UPPER	DLE	TOTAL	UPPER	DLE
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SELF CONFIDENCE AND SELF-ESTEEM												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	43	8	5	7	10	13	23	3	5	15	1	4
	4.3	3.5	2.3	3.2	6.3	7.8	4.1	3.4	3.1	3.0	1.2	3.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	28	2	4	8	6	7	15	1	4	15	1	1
	2.8	.9	1.9	3.8	3.3	4.4	2.6	.9	2.3	3.0	1.3	1.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	120	18	33	18	30	22	74	6	11	58	3	4
	12.0	8.3	13.8	8.2	17.9	12.9	13.0	7.7	6.6	11.7	5.4	4.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	800	179	193	184	118	125	455	73	149	404	56	95
	80.0	84.3	82.0	84.8	71.4	74.3	79.5	88.0	87.4	81.4	92.1	90.2
NOT STATED	9	6	0	0	2	1	4	0	1	4	0	1
	.9	3.0	-	-	1.1	.6	.8	-	.6	.9	-	.9

0055

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, COLLEGE, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:						
	TOTAL	UPPER	MID-	LOWER		G.S.	G.S.	G.S.	S.S.	S.S.	S.S.	S.S.
		UPPER	MID-	LOWER		IN	OTHER	IN	IN	OTHER	PROV.	IN CD
		DLE	DLE	DLE		CD	PROV.	CD	CD	PROV.	CD	CD
BASE FOR PERCENTAGES - ACTUAL	1004	214	193	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	57	11	22	6	12	34	1	5	25	0	3	3.1
	5.7	5.3	9.3	3.5	7.0	6.0	1.0	2.8	5.0	-	-	3.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	25	4	4	4	9	6	5	5	4	5	5	3
	2.5	1.8	1.6	2.0	5.4	1.1	6.2	3.1	.8	7.4	3.1	3.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	86	21	16	18	22	10	55	5	6	44	1	3
	8.6	9.7	6.6	8.1	13.2	5.8	9.6	5.5	3.8	8.8	2.3	2.5
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	823	172	193	188	132	137	471	73	151	419	55	93
	82.3	80.6	32.2	86.8	79.7	81.2	82.4	87.3	88.8	84.3	90.3	88.9
NOT STATED	9	5	1	0	2	1	5	0	3	5	0	3
	.9	2.6	.3	.2	1.1	.6	.9	-	1.5	1.1	-	2.4

QC56

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			MID-LOWER			G.S. G.S. G.S.			S.S. S.S. S.S.		
	TOTAL	UPPER	DLE	MID-	DLE	LOWER	ONT.	PROV.	IN CD	ONT.	PROV.	IN CD
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	198 100.0	217 100.0	185 100.0	190 100.0	597 100.0	79 100.0	168 100.0	515 100.0	58 100.0	103 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	170 100.0	497 100.0	61 100.0	105 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	13 1.3	0 -	0 -	5 2.1	3 2.0	5 3.1	8 1.4	1 .5	1 .7	4 .7	1 1.5	1 -
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	9 .9	0 -	2 .9	1 .4	1 .9	5 2.9	0 .1	1 1.7	3 1.8	1 .2	1 2.3	1 .9
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	197 19.7	41 19.4	34 14.4	34 15.7	44 26.6	44 26.1	126 22.0	15 18.2	23 13.5	100 20.2	8 13.5	13 12.7
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	772 77.2	168 79.1	198 84.2	178 81.8	114 68.6	114 67.3	433 75.6	66 79.0	142 83.6	387 77.8	50 82.7	90 85.4
NOT STATED	9 .9	3 1.5	1 .5	0 -	3 1.9	1 .6	5 .9	0 -	1 .6	5 1.1	0 -	1 1.0

0057

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:									
	-----					-----									
	UPPER MID- DLE	MID- DLE	LOW- MID DLE	LOW- MID DLE	LOW- MID DLE	G.S. IN ONT.	G.S. OTHER PROV.	G.S. IN ONT.	G.S. OTHER PROV.	S.S. IN ONT.	S.S. OTHER PROV.	S.S. IN ONT.	S.S. OTHER PROV.	S.S. IN ONT.	S.S. OTHER PROV.
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	198 100.0	217 100.0	185 100.0	190 100.0	597 100.0	79 100.0	168 100.0	515 100.0	58 100.0	103 100.0	103 100.0	103 100.0	103 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	170 100.0	497 100.0	61 100.0	105 100.0	105 100.0	105 100.0	105 100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	33 3.3	4 2.1	3 1.4	7 3.4	7 4.5	10 6.1	26 4.5	2 2.5	4 2.6	21 4.1	0 -	1 1.0	1 1.0	1 1.0	1 1.0
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	19 1.9	4 2.0	3 1.4	3 1.2	4 2.5	5 3.0	12 2.1	1 .9	2 1.3	9 1.8	1 1.2	0 -	0 -	0 -	0 -
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	118 11.8	25 11.7	29 12.4	18 8.5	30 18.1	16 9.2	58 10.2	5 6.0	12 6.9	48 9.7	4 7.1	12 11.2	12 11.2	12 11.2	12 11.2
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	819 81.9	174 81.9	198 84.2	188 86.7	121 73.2	137 80.8	469 82.0	75 90.6	151 88.6	413 83.2	56 91.7	91 86.9	91 86.9	91 86.9	91 86.9
NOT STATED	11 1.1	5 2.3	1 .6	1 .2	3 1.7	2 .9	7 1.2	0 -	1 .6	6 1.2	0 -	1 .9	1 .9	1 .9	1 .9

0058

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:									
						UPPER					LOWER				
	TOTAL	UPPER	MID-	DLE		UPPER	MID-	DLE			LOWER	MID	DLE		
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	193 100.0	217 100.0	185 100.0	190 100.0	597 100.0	79 100.0	168 100.0	515 100.0	58 100.0	103 100.0			
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	170 100.0	497 100.0	61 100.0	105 100.0			
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	138 13.7	37 17.6	28 12.1	22 10.2	22 13.2	28 16.4	61 10.7	9 10.9	10 5.7	52 10.5	7 11.4	10 9.3			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	22 2.2	4 1.8	4 1.7	3 1.5	3 1.9	7 4.4	13 2.3	1 1.0	3 3.1	9 1.8	1 1.3	3 3.2			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	157 15.7	20 9.2	41 17.5	33 15.1	35 20.9	29 17.2	100 17.6	8 9.1	28 16.2	81 16.4	3 4.5	12 11.6			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	671 67.1	147 68.9	159 67.4	159 73.2	103 62.0	104 61.4	390 68.2	65 77.9	125 73.5	348 69.9	50 82.8	77 73.4			
NOT STATED	13 1.3	5 2.5	3 1.3	0 -	3 2.0	1 .0	7 1.2	1 1.1	3 1.5	7 1.4	0 -	3 2.5			

0059

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	-----						-----									
	UPPER		MID-		LOWER		G.S. IN		G.S. OTHER PROV. IN CD		G.S. IN		G.S. OTHER PROV. IN CD		G.S. IN	
	TOTAL	UPPER	DLE	MID-	DLE	MID	ONT.	CD	ONT.	CD	ONT.	CD	ONT.	CD	ONT.	CD
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	103				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION																
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	167	39	35	32	30	31	91	10	22	72	3	19				
	16.7	18.2	14.9	14.7	18.3	18.5	15.9	12.3	13.0	14.5	12.6	17.6				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	95	16	20	20	20	18	60	7	13	48	6	5				
	9.4	7.7	8.6	9.3	11.8	10.6	10.6	7.9	7.7	9.6	9.3	4.5				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	71	14	21	12	10	14	44	5	10	37	3	4				
	7.1	6.7	9.0	5.3	5.8	8.4	7.7	6.2	6.0	7.5	4.4	4.1				
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	657	140	158	152	103	104	371	60	123	334	44	77				
	65.7	65.9	67.2	69.9	61.9	61.4	64.8	72.5	72.3	67.2	72.2	72.9				
NOT STATED	11	3	1	2	4	2	6	1	2	6	1	1				
	1.1	1.5	.3	.8	2.2	1.1	1.0	1.1	1.0	1.2	1.5	.9				

0060

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			MID-			LOWER			G.S.		
	TOTAL	UPPER	MID-	DLE	DLE	DLE	UPPER	MID-	LOWER	IN	G.S.	S.S.
										OTHER	IN	OTHER
										PROV.	CD	PROV.
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	200	44	45	38	37	35	113	13	30	91	10	25
	20.0	20.7	19.3	17.7	22.4	20.7	19.7	15.3	17.7	18.3	16.0	23.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	64	19	12	12	13	9	38	4	10	37	2	5
	6.4	8.8	5.0	5.3	7.7	5.1	6.7	4.8	5.7	7.4	3.1	4.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	47	3	7	11	15	12	25	3	10	17	2	6
	4.7	1.4	3.1	5.1	8.8	6.8	4.3	3.0	6.0	3.3	3.0	6.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	677	143	169	155	98	112	390	63	119	347	47	69
	67.7	67.2	71.6	71.5	59.1	66.5	68.2	75.8	70.0	69.9	76.4	65.2
NOT STATED	12	4	2	1	3	1	6	1	1	5	1	1
	1.2	1.9	1.0	.4	2.0	.9	1.1	1.1	.6	1.1	1.5	.9

0061

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:									
	-----					-----									
	TOTAL	UPPER	MID-	LOWER		G.S.	G.S.	G.S.	G.S.	S.S.	S.S.	S.S.	S.S.	S.S.	S.S.
		DLF	DLE	MID	DLE	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER
						ONT.	PROV.	IN CD	ONT.	PROV.	IN CD	ONT.	PROV.	IN CD	ONT.
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
AID STUDENT IN CHOOSING SPECIFIC JOB AND CAREER GOALS															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	80	16	12	24	10	18	48	7	10	42	5	6			
	8.0	7.5	5.0	10.8	6.1	10.9	8.3	7.9	5.7	8.5	8.4	6.1			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	110	31	25	19	22	14	73	7	19	59	5	10			
	11.0	14.4	10.6	8.6	13.0	8.4	12.7	8.1	10.5	11.9	8.8	9.5			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	294	59	77	56	52	50	157	20	47	142	11	31			
	29.4	27.5	32.7	25.9	31.5	29.6	27.5	24.4	27.5	28.7	18.8	29.4			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	503	101	119	119	80	85	290	50	92	247	39	54			
	50.3	47.3	50.5	54.7	48.1	50.5	50.7	59.6	54.1	49.8	64.0	51.7			
NOT STATED	13	7	3	0	2	1	5	0	4	6	0	3			
	1.3	3.3	1.2	-	1.3	.6	.8	-	2.2	1.1	-	3.3			

0062

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, COLLEGE, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENT'S EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S. G.S. G.S.			S.S. S.S. S.S.		
	TOTAL	UPPER	MID-	DLE	MID	LOWER	IN	OTHER	NOT	IN	OTHER	NOT
	-----	-----	-----	-----	-----	-----	ONT.	PROV.	IN CD	ONT.	PROV.	IN CD
BASE FOR PERCENTAGES - ACTUAL	1004	214	194	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS												
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	271	66	62	57	41	45	147	16	41	125	13	31
	27.1	31.1	26.3	26.4	24.7	26.6	25.8	19.2	24.3	25.1	21.5	29.1
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	116	20	30	21	18	27	70	10	20	60	7	8
	11.6	9.2	12.5	9.7	11.1	16.1	12.2	11.5	11.8	12.1	11.7	7.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	88	16	13	18	23	18	53	9	12	44	5	11
	8.8	7.3	5.7	8.5	13.7	10.4	9.3	10.6	7.0	8.8	8.2	10.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	500	103	123	118	78	78	284	47	93	250	36	53
	50.0	48.4	52.4	54.2	47.2	46.1	49.6	57.0	54.8	50.4	58.6	50.3
NOT STATED	25	9	7	3	6	1	18	1	3	18	0	3
	2.5	4.0	3.1	1.2	3.3	.8	5.1	1.7	2.1	3.6	-	3.3

0063

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:									
	-----					-----									
	UPPER	MID-	LOWER	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.	G.S.
	DLE	DLE	DLE	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER
TOTAL	UPPER	MID-	LOWER	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER	IN	OTHER
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BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	96	24	19	19	16	17	58	6	17	41	4	14			
	9.6	11.5	8.0	8.9	9.6	10.2	10.1	6.9	9.9	8.2	7.2	13.7			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	40	3	4	7	9	17	23	1	6	19	1	5			
	3.9	1.5	1.5	3.0	5.4	10.1	4.0	1.7	3.5	3.7	1.2	4.6			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	92	15	20	19	20	18	55	7	7	42	4	2			
	9.2	7.0	8.4	9.0	11.9	10.6	9.7	8.8	4.1	8.4	5.9	1.9			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	763	166	192	171	118	116	430	69	138	391	52	82			
	76.3	77.8	81.8	78.7	71.4	68.5	75.2	82.6	81.4	78.7	85.7	78.0			
NOT STATED	10	5	1	1	3	1	6	0	2	5	0	2			
	1.0	2.2	.3	.4	1.7	.6	1.0	-	1.1	1.0	-	1.3			

0064

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:																			
TOTAL					FIRST					OTHER					POST														
GRADE 12/13		GRADE 12		GRADE 13		TOTAL		UNIV.		UNIV.		OTHER		UNIV.		CAAT.		SEC. FORCE											
BASE FOR PERCENTAGES - ACTUAL																													
419		240		151		89		129		35		94		50		28		89		166		73		9		62			
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0			
BASE FOR PERCENTAGES - WEIGHTED																													
428		242		153		89		144		40		105		51		28		23		90		130		75		10		63	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
CONTINUE TO DEVELOP STUDENT'S READING SKILLS																													
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY																													
108		61		39		23		37		9		27		10		6		4		23		44		16		6		13	
24.6		25.3		25.2		25.6		25.3		23.7		25.9		19.1		20.5		17.5		25.8		24.3		22.0		60.2		19.9	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE																													
11		8		6		2		0		0		0		3		1		2		3		0		3		0		3	
2.5		3.3		3.9		2.2		-		-		-		5.9		3.6		8.7		5.3		-		4.0		-		4.8	
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE																													
4		4		3		1		1		1		0		0		0		0		2		2		1		0		0	
1.0		1.6		1.8		1.1		.3		1.3		-		-		-		-		2.0		.8		1.3		-		-	
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN																													
311		167		105		62		106		29		78		37		20		17		62		133		53		4		45	
71.0		69.0		68.4		70.0		73.7		72.5		74.1		73.0		72.3		73.8		68.9		74.3		71.3		39.8		72.1	
NOT STATED																													
4		2		1		1		1		1		0		1		1		0		0		1		1		0		2	
.9		.8		.7		1.1		.7		2.5		-		2.0		3.6		-		-		.6		1.4		-		3.2	

0065

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK ROUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST YEAR					OTHER GRADE					OTHER POST				
	12/13	12	13	UNIV.	TOTAL	12/13	12	13	UNIV.	TOTAL	12/13	12	13	UNIV.	TOTAL	12/13	12	13	UNIV.	TOTAL
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	22	89	166	73	9	62	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN WRITTEN FORM	154	84	54	30	56	19	36	15	9	9	32	70	19	6	20	35.2	34.6	35.2	33.4	38.5
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	21	14	11	3	1	1	0	6	4	2	5	2	8	0	4	4.8	5.8	7.2	3.5	.7
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	11	8	6	2	2	1	1	2	0	2	2	4	1	0	5	2.6	3.3	3.9	2.3	1.3
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	240	131	78	53	92	18	64	27	17	10	51	100	44	4	33	54.8	54.2	51.1	59.7	56.6
NOT STATED	11	5	4	1	4	1	3	2	1	1	1	4	3	0	2	2.6	2.1	2.6	1.1	2.9

0066

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:				
	TOTAL					FIRST YEAR					OTHER GRADE				
	GRADE 12/13	12	13	UNIV.	CAAT.	GRADE 12/13	12	13	UNIV.	CAAT.	12/13	UNIV.	CAAT.	POST SEC.	WORK FORCE
BASE FOR PERCENTAGES - ACTUAL	419 100.0	240 100.0	151 100.0	89 100.0	129 100.0	35 100.0	94 100.0	50 100.0	28 100.0	22 100.0	89 100.0	166 100.0	73 100.0	9 100.0	62 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	242 100.0	153 100.0	89 100.0	144 100.0	40 100.0	105 100.0	51 100.0	28 100.0	23 100.0	90 100.0	180 100.0	75 100.0	10 100.0	63 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO EXPRESS IDEAS CLEARLY IN VERBAL FORM															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	53 12.2	33 13.5	21 13.7	12 13.1	16 11.4	5 13.0	11 10.8	4 8.0	1 3.6	3 13.2	13 14.4	23 12.7	10 14.0	0 -	6 9.5
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	11 2.5	8 3.3	6 3.9	2 2.3	0 -	0 -	0 -	3 5.9	1 3.6	2 8.6	3 3.3	0 -	4 5.3	0 -	2 3.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	43 9.7	26 10.9	19 12.5	7 8.0	9 6.4	3 6.3	7 6.4	7 14.0	5 16.7	3 10.8	9 10.0	14 8.0	4 5.4	2 19.9	12 18.5
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	324 74.1	173 71.5	106 69.2	67 75.5	114 79.2	30 75.7	84 80.5	37 72.1	21 76.1	16 67.4	65 72.3	141 78.7	55 74.0	6 56.6	42 67.2
NOT STATED	6 1.5	2 .8	1 .7	1 1.1	4 3.0	2 5.0	2 2.3	0 -	0 -	0 -	0 -	1 .6	1 1.3	2 23.5	1 1.6

0067

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST					FIRST					OTHER				
	GRADE	GRADE	GRADE	TOTAL	12/13	12	13	UNIV.	UNIV.	UNIV.	CAAT.	CAAT.	CAAT.	UNIV.	CAAT.	CAAT.	12/13	UNIV.	CAAT.	OTHER
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	89	166	73	9	62						
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	75	10	63						
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO USE CORRECT SPELLING AND GRAMMAR																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	113	56	35	22	46	13	33	11	7	4	23	57	15	5	9					
	25.9	23.3	22.7	24.3	32.0	32.6	31.8	20.9	25.5	15.5	25.2	32.0	19.7	53.4	14.3					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	20	14	12	2	1	1	0	5	2	3	5	1	6	1	4					
	4.6	5.8	7.8	2.3	.7	2.5	-	10.0	7.2	13.2	5.6	.6	8.1	9.9	6.4					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	12	8	7	1	2	2	0	3	1	2	3	3	1	0	6					
	2.8	3.4	4.7	1.1	1.0	3.8	-	4.9	3.6	6.5	3.3	1.4	1.3	-	8.9					
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	284	159	97	62	94	22	71	32	17	15	58	117	51	4	42					
	64.9	65.5	63.5	69.1	64.9	56.0	68.2	62.2	60.1	64.8	64.8	65.0	68.2	36.7	67.2					
NOT STATED	8	5	2	3	2	2	0	1	1	0	1	2	2	0	2					
	1.8	2.0	1.3	3.2	1.4	5.1	-	2.0	3.6	-	1.1	1.0	2.7	-	3.2					

0068

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST					FIRST					OTHER				
	GRADE 12/13	12	13	UNIV.	UNIV.	GRADE 12/13	12	13	UNIV.	UNIV.	GRADE 12/13	12	13	UNIV.	UNIV.	CAAT.	12/13	UNIV.	CAAT.	OTHER
	419	240	151	89	129	55	94	50	28	22	89	166	73	9	62					
BASE FOR PERCENTAGES - ACTUAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63					
BASE FOR PERCENTAGES - WEIGHTED	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SKILLS IN MATHEMATICS																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	185	101	61	40	58	19	39	26	13	14	45	78	37	2	16					
	42.3	41.7	40.0	44.6	40.0	47.0	37.3	51.7	45.6	59.0	49.4	43.5	49.3	19.9	25.4					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	29	18	16	2	9	0	9	2	1	1	11	6	3	4	5					
	6.6	7.4	10.5	2.2	6.2	-	8.5	3.9	3.6	4.3	12.2	3.3	4.0	40.3	7.9					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	26	15	10	5	11	2	9	0	0	0	3	12	5	0	5					
	5.9	6.2	6.5	5.6	7.5	3.8	9.0	-	-	-	3.3	6.5	7.0	-	8.0					
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	189	102	64	38	64	18	46	23	14	9	31	82	29	2	35					
	43.1	42.2	41.7	43.1	44.2	44.2	44.2	44.4	50.8	36.7	34.0	45.6	38.4	19.9	55.5					
NOT STATED	3	6	2	4	3	2	1	0	0	0	1	1	1	2	2					
	2.1	2.5	1.3	4.5	2.1	5.0	1.0	-	-	-	1.1	1.1	1.3	19.9	3.2					

0069

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - W.3
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:				

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

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TOTAL GRADE 12/13					FIRST YEAR 13. UNIV.					OTHER UNIV. CAAT.					FIRST YEAR 12/13 UNIV. CAAT.					OTHER POST SFC. FORCE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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3071

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 HY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST					FIRST					OTHER				
	GRADE	GRADE	GRADE	TOTAL	YEAR	OTHER	TOTAL	YEAR	OTHER	GRADE	CAAT.	CAAT.	CAAT.	UNIV.	CAAT.	12/13	UNIV.	CAAT.	POST	WORK
	12/13	12	13	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	UNIV.	CAAT.	CAAT.	CAAT.	UNIV.	CAAT.	12/13	UNIV.	CAAT.	SEC.	FORCE
BASE FOR PERCENTAGES - ACTUAL	419	240	151	49	129	35	94	50	28	22	89	166	73	9	62					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S SELF-DISCIPLINE																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	33	19	11	8	11	2	9	3	2	2	3	17	5	0	3					
	7.6	7.9	7.2	9.1	7.6	5.0	5.6	6.3	5.8	6.9	8.9	9.6	6.1	-	4.8					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	12	8	4	4	1	0	1	3	1	2	4	1	5	0	1					
	2.8	3.3	2.6	4.5	.7	-	1.0	6.0	3.6	8.9	4.4	.5	6.8	-	1.6					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	43	28	20	8	7	1	6	9	5	4	15	11	10	0	7					
	9.9	11.4	13.1	8.5	5.1	2.5	6.0	16.7	18.1	15.1	16.7	6.1	13.4	-	10.3					
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	342	184	116	68	122	35	87	36	20	16	62	149	54	9	50					
	78.1	75.7	75.8	75.7	84.5	87.4	83.4	71.0	72.5	69.1	68.9	83.2	72.4	90.1	80.1					
NOT STATED	7	4	2	2	3	2	1	0	0	0	1	1	1	1	2					
	1.6	1.7	1.3	2.2	2.1	5.1	1.0	-	-	-	1.1	.6	1.3	9.9	3.2					

0072

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK ROUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUP-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:					EXPECTATION 1976 / 1977:								
	TOTAL GRADE 12/13	GRADE 12	GRADE 13	TOTAL UNIV.	FIRST YEAR UNIV.	OTHER UNIV.	TOTAL CAAT.	FIRST YEAR CAAT.	OTHER CAAT.	GRADE 12/13	UNIV.	CAAT.	OTHER POST SEC. FORCE	
BASE FOR PERCENTAGES - ACTUAL	419 100.0	240 100.0	151 100.0	89 100.0	120 100.0	35 100.0	94 100.0	50 100.0	28 100.0	89 100.0	166 100.0	73 100.0	9 100.0	62 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	242 100.0	153 100.0	89 100.0	144 100.0	40 100.0	105 100.0	51 100.0	28 100.0	90 100.0	180 100.0	75 100.0	10 100.0	63 100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO GET ALONG AND WORK WELL WITH OTHERS														
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	3 .7	0 -	0 -	0 -	2 1.4	1 2.5	1 1.0	1 2.1	0 -	1 4.6	2 1.2	1 1.4	0 -	-
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	9 2.1	6 2.5	5 3.3	1 1.1	2 1.5	0 -	2 2.0	1 2.0	0 -	1 4.3	4 1.2	2 2.7	0 -	1 1.6
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	78 17.7	47 19.3	32 20.9	15 16.7	19 12.8	5 12.6	14 12.9	12 24.0	8 27.5	5 19.8	19 21.1	14 18.5	2 19.9	10 15.9
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	341 77.9	185 76.5	115 75.1	70 78.8	119 82.2	32 79.9	87 83.1	37 71.9	20 72.5	17 71.3	67 74.5	57 80.8	7 70.2	50 79.3
NOT STATED	7 1.6	4 1.7	1 .7	3 3.4	3 2.1	2 5.0	1 1.0	0 -	0 -	0 -	2 1.1	1 1.3	1 9.9	2 3.2

0073

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:				
	TOTAL					FIRST YEAR					OTHER GRADE				
	GRADE 12/13	12	GRADE 13	TOTAL	FIRST YEAR	OTHER UNIV.	UNIV.	CAAT	CAAT	CAAT	12/13	UNIV.	CAAT	SEC.	WORK FORCE
BASE FOR PERCENTAGES - ACTUAL	419 100.0	240 100.0	151 100.0	89 100.0	129 100.0	35 100.0	94 100.0	50 100.0	28 100.0	22 100.0	89 100.0	166 100.0	73 100.0	9 100.0	62 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	242 100.0	153 100.0	89 100.0	144 100.0	40 100.0	105 100.0	51 100.0	28 100.0	23 100.0	90 100.0	180 100.0	75 100.0	10 100.0	63 100.0
CONTINUE TO DEVELOP STUDENT'S RESPECT FOR AUTHORITY															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	7 1.6	5 2.1	3 2.0	2 2.2	0 -	0 -	0 -	2 3.9	1 3.6	1 4.3	4 4.5	0 -	0 -	0 -	2 3.2
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	7 1.6	5 2.1	4 2.6	1 1.1	0 -	0 -	0 -	2 4.1	1 3.6	1 4.6	3 3.3	0 -	4 5.4	0 -	0 -
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	101 23.0	58 24.0	36 23.5	22 25.0	31 21.4	10 26.2	20 19.5	12 22.8	8 28.9	4 15.5	22 24.4	43 23.7	18 24.2	1 9.9	12 19.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	313 71.6	170 70.3	109 71.2	61 68.6	108 74.6	27 68.8	80 76.8	35 69.2	18 63.9	18 75.6	61 67.8	132 73.7	52 69.0	8 80.1	47 74.5
NOT STATED	10 2.2	4 1.5	1 .7	3 3.1	6 4.0	2 5.0	4 3.7	0 -	0 -	0 -	0 -	5 2.6	1 1.4	1 10.0	2 3.2

0074

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST YEAR					OTHER GRADE					OTHER				
	GRADE 12/13	12	13	UNIV.	CAAT.	GRADE 12/13	12	13	UNIV.	CAAT.	UNIV.	UNIV.	CAAT.	12/13	UNIV.	CAAT.	POST	SEC.	WORK	FORCE
PASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	22	89	166	73	9	62					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CONTINUE TO DEVELOP STUDENT'S ABILITY TO WORK INDEPENDENTLY																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	102	51	31	21	44	15	28	7	2	6	22	52	13	3	9					
	23.3	21.1	19.9	23.1	30.2	38.8	26.9	14.3	5.8	24.4	24.4	29.1	16.9	30.4	13.5					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	7	5	4	1	0	0	0	2	2	0	1	1	3	0	0					
	1.6	2.1	2.6	1.1	-	-	-	3.9	7.2	-	1.1	.5	4.0	-	-					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	41	29	18	11	4	0	4	8	4	4	10	10	8	1	10					
	9.4	11.9	11.6	12.5	2.9	-	4.1	15.8	14.5	17.3	10.8	5.7	8.3	9.9	15.9					
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	280	153	99	54	94	22	71	34	20	14	57	115	52	5	41					
	64.0	63.0	64.9	60.0	64.8	56.2	68.0	66.0	72.5	58.3	63.1	64.2	49.4	49.7	65.8					
NOT STATED	8	5	2	3	3	2	1	0	0	0	1	1	1	1	3					
	1.7	1.9	1.0	3.3	2.1	5.0	1.0	-	-	-	.6	.5	1.4	10.0	4.8					

0075

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:				
	TOTAL					FIRST					OTHER				
	GRADE 12/13	GRADE 12	GRADE 13	TOTAL	UNIV.	UNIV.	UNIV.	UNIV.	CAAT.	CAAT.	UNIV.	CAAT.	UNIV.	CAAT.	OTHER POST SEC. FORCE
BASE FOR PERCENTAGES - ACTUAL	419 100.0	240 100.0	151 100.0	89 100.0	129 100.0	35 100.0	94 100.0	50 100.0	28 100.0	22 100.0	89 100.0	166 100.0	73 100.0	9 100.0	62 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	242 100.0	153 100.0	89 100.0	144 100.0	40 100.0	105 100.0	51 100.0	28 100.0	23 100.0	90 100.0	180 100.0	75 100.0	10 100.0	63 100.0
CONTINUE TO DEVELOP STUDENT'S CREATIVITY AND IMAGINATION															
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	86 19.6	44 18.0	28 18.3	16 17.4	36 24.8	12 31.2	23 22.3	7 13.0	2 7.2	5 19.8	20 22.1	40 22.3	7 8.8	3 33.5	14 22.4
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	32 7.2	20 8.3	10 6.5	10 11.4	7 4.5	1 2.5	6 5.3	5 9.8	2 7.2	3 13.0	3 3.3	9 5.3	14 19.0	0 -	3 4.8
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	23 5.3	19 7.8	17 11.1	2 2.2	0 -	0 -	0 -	4 8.0	3 10.9	1 4.6	4 4.4	2 1.1	9 12.1	0 -	7 11.1
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	287 65.6	155 63.8	95 62.1	60 66.7	97 67.2	24 61.2	73 69.5	35 69.2	21 74.7	15 62.6	61 68.0	125 69.6	44 58.7	6 56.6	37 58.5
NOT STATED	10 2.3	5 2.1	3 2.0	2 2.3	5 3.5	2 5.1	3 2.9	0 -	0 -	0 -	2 2.2	3 1.7	1 1.4	1 9.9	2 3.2

0076

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:														EXPECTATION 1976 / 1977:													
TOTAL		GRADE		GRADE		TOTAL		FIRST		OTHER		TOTAL		FIRST		OTHER		GRADE		OTHER		POST		WORK			
GRADE		12/13		12		13		UNIV.		UNIV.		UNIV.		CAAT.		CAAT.		UNIV.		CAAT.		SEC.		FORCE			
TOTAL		12/13		12		13		UNIV.		UNIV.		UNIV.		CAAT.		CAAT.		UNIV.		CAAT.		SEC.		FORCE			
419		240		151		89		129		35		94		28		22		89		166		73		9			
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0			
438		242		153		89		144		40		105		28		23		90		180		75		10			
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0			
CONTINUE TO ENCOURAGE STUDENT TO ADOPT A POSITIVE ATTITUDE TOWARD LEARNING																											
121		86		57		29		25		4		20		11		5		41		40		18		1			
27.8		35.4		37.2		32.5		17.0		10.7		19.4		21.6		18.0		45.1		22.3		24.4		9.9			
30		12		7		5		10		3		7		7		5		4		12		8		1			
6.7		5.0		4.6		5.6		7.2		7.6		7.1		13.9		18.1		4.4		6.9		10.8		10.0			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY																											
14		11		9		2		3		0		3		0		0		3		2		4		0			
3.1		4.6		5.9		2.2		1.8		-		2.5		-		-		3.3		.9		5.3		-			
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE																											
258		124		73		51		100		30		70		33		18		38		123		44		5			
58.9		51.3		47.7		57.5		69.6		76.7		66.8		64.5		63.9		41.6		68.8		58.2		46.6			
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN																											
15		9		7		2		6		2		4		0		0		5		2		1		3			
3.5		3.7		4.6		2.2		4.4		5.0		4.2		-		-		5.6		1.1		1.3		33.5			
NOT STATED																											

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IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	TOTAL					FIRST					OTHER					GRADE					OTHER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
	GRADE 12/13	12	GRADE 13	TOTAL UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.	100.0	UNIV.

OC78

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.3
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST					FIRST					OTHER				
	GRADE 12/13	GRADE 12	GRADE 13	GRADE TOTAL	UNIV. UNIV.	UNIV. UNIV.	UNIV. UNIV.	TOTAL CAAT.	YEAR CAAT.	CAAT.	UNIV. UNIV.	UNIV. UNIV.	UNIV. UNIV.	UNIV. UNIV.	UNIV. UNIV.	CAAT.	CAAT.	CAAT.	CAAT.	CAAT.
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	22	89	166	73	9	62					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	190	75	10	63					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PROVIDE STUDENT WITH KNOWLEDGE IN PARTICULAR SUBJECTS																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	150	91	54	37	42	14	28	17	10	7	34	62	23	4	23					
	34.2	37.6	35.1	41.9	29.0	34.4	27.0	32.8	36.3	28.5	37.3	34.4	30.2	36.7	36.7					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	48	23	14	9	12	5	7	13	5	8	9	17	13	0	4					
	11.0	9.5	9.2	10.1	8.6	13.6	6.7	24.7	18.1	32.7	10.0	9.7	17.4	-	5.6					
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	48	26	21	5	17	5	12	5	3	2	9	17	10	0	8					
	10.9	10.7	13.7	5.6	11.9	12.6	11.7	9.1	9.5	8.6	10.0	9.4	13.7	-	12.7					
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	182	97	62	35	69	14	55	17	10	7	37	81	28	5	25					
	41.7	39.9	40.3	39.0	47.7	34.4	52.7	33.4	36.1	30.2	41.0	45.4	37.4	53.4	40.2					
NOT STATED	10	6	3	3	4	2	2	0	0	0	2	2	1	1	3					
	2.2	2.3	1.7	3.4	2.8	5.0	1.9	-	-	-	1.7	1.1	1.3	9.9	4.8					

0079

IMPORTANCE OF SPECIFIC SECONDARY SCHOOL OBJECTIVES FOR UNIVERSITY, CAAT, WORK BOUND STUDENTS - Q.5
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL GRADE 12/13					GRADE 12/13					FIRST YEAR					OTHER UNIV. CAAT.				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	89	166	73	9	66						
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	90	180	75	10	63						
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
DEVELOP STUDENT'S PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																				
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER UNIVERSITY	53	21	18	13	16	1	15	6	2	17	20	5	2	6						
	12.1	13.0	11.8	15.0	10.8	2.5	13.9	11.9	7.2	19.1	11.3	6.7	23.6	9.5						
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER A COMMUNITY COLLEGE	11	7	4	3	3	1	2	1	1	2	4	3	0	0						
	2.6	3.0	2.8	3.4	2.1	2.5	1.9	2.0	3.6	2.1	2.2	4.0	-	-						
MORE IMPORTANT FOR STUDENTS WHO PLAN TO ENTER THE WORK FORCE	51	33	26	7	12	1	11	6	2	13	15	15	0	5						
	11.7	13.4	17.0	7.4	8.5	2.5	10.8	11.8	7.2	14.4	8.2	20.4	-	8.0						
EQUALLY IMPORTANT REGARDLESS OF A STUDENT'S PLAN	313	165	101	64	111	35	76	37	23	56	139	50	7	49						
	71.4	68.2	65.9	72.0	76.5	87.4	72.4	72.3	82.0	62.4	77.7	66.2	66.5	77.7						
NOT STATED	10	6	4	2	3	2	1	1	0	1	2	2	1	3						
	2.2	2.4	2.5	2.2	2.1	5.1	1.0	2.0	-	4.3	0.6	2.7	9.9	4.8						

0080

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:				REGION:				COMMUNITY SIZE:				LANGUAGE:	
			TOTAL				50									
	TOTAL	FE- MALE	UNDER 30	20-29	30-49	OLDER	YRS & ONTO	OTHER	OVER 500 M	100 - 500 M	100 - 100 M	30 - 100 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	259 100.0	45 100.0	214 100.0	377 100.0	557 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0		
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0		
HAVE ADEQUATE READING SKILLS																
AVERAGE	3.83	3.85	3.81	3.93	3.44	4.04	3.98	3.86	3.82	3.84	3.75	3.86	4.14	3.82		
STANDARD DEVIATION	1.76	1.80	1.71	1.72	1.94	1.67	1.76	1.61	1.82	1.58	1.71	1.86	2.12	1.73		
STANDARD ERROR	.006	.008	.008	.010	.026	.011	.009	.009	.007	.008	.013	.010	.029	.006		
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN WRITTEN FORM																
AVERAGE	3.71	3.69	3.72	3.68	3.50	3.72	3.74	3.66	3.73	3.62	3.71	3.74	3.79	3.83	3.70	
STANDARD DEVIATION	1.55	1.60	1.51	1.60	1.44	1.63	1.55	1.51	1.57	1.51	1.55	1.70	1.55	1.86	1.53	
STANDARD ERROR	.005	.007	.007	.009	.020	.010	.008	.008	.006	.008	.012	.016	.009	.026	.005	
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN VERBAL FORM																
AVERAGE	4.18	4.22	4.14	4.23	4.31	4.20	4.14	4.18	4.33	3.90	4.18	4.49	4.38	4.71	4.15	
STANDARD DEVIATION	1.60	1.60	1.59	1.61	1.76	1.59	1.58	1.49	1.62	1.47	1.67	1.75	1.58	1.82	1.58	
STANDARD ERROR	.005	.007	.007	.009	.023	.010	.008	.008	.006	.008	.013	.017	.009	.025	.005	

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	500 M	100 M	50 M	100 M	30 M	FR- ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	353	51	949
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR	3.32	3.41	3.24	3.47	2.94	3.59	3.27	3.24	3.27	3.55	3.27	3.33	3.20	3.42	3.40	3.32
	1.74	1.78	1.68	1.81	1.66	1.62	1.73	1.67	1.71	1.75	1.66	1.62	1.94	1.81	1.83	1.72
	.006	.008	.008	.011	.022	.012	.009	.009	.009	.007	.009	.012	.013	.010	.026	.006
	HAVE ADEQUATE MATHEMATIC SKILLS															
AVERAGE	3.98	3.99	3.98	4.24	4.47	4.20	4.02	3.71	4.07	3.95	4.01	3.87	4.30	3.91	4.45	3.96
STANDARD DEVIATION	1.57	1.60	1.52	1.55	1.68	1.52	1.50	1.61	1.43	1.62	1.44	1.51	1.69	1.66	1.73	1.54
STANDARD ERROR	.005	.007	.007	.009	.022	.010	.008	.009	.008	.006	.008	.011	.016	.009	.025	.005
HAVE GOOD JOB SKILLS																
	3.56	3.48	3.66	3.42	3.09	3.51	3.53	3.73	3.47	3.62	3.47	3.84	3.48	3.55	3.82	3.55
	1.54	1.61	1.52	1.55	1.70	1.51	1.67	1.48	1.38	1.65	1.37	1.64	1.76	1.66	1.99	1.59
	.005	.007	.007	.009	.023	.010	.009	.008	.008	.007	.007	.013	.017	.009	.023	.005
AVERAGE																
STANDARD DEVIATION																
STANDARD ERROR																

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:	
	TOTAL	FE- MALE	UNDER 30	20	20-29	30-49	50 YRS & TOR- OLDER	ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR- ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0
HAVE SELF-CONFIDENCE AND SELF-ESTEEM														
AVERAGE	4.76	4.76	4.77	4.56	4.56	4.55	4.25	4.61	4.84	4.57	4.89	4.87	4.65	4.77
STANDARD DEVIATION	1.40	1.39	1.44	1.16	1.36	1.37	1.48	1.32	1.45	1.33	1.35	1.39	1.48	1.32
STANDARD ERROR	.005	.006	.006	.016	.009	.007	.008	.007	.006	.007	.010	.013	.008	.023
SELF-DISCIPLINE														
AVERAGE	3.66	3.56	3.76	3.93	4.20	3.56	3.54	3.68	3.66	3.65	3.61	3.81	3.65	3.65
STANDARD DEVIATION	1.60	1.65	1.54	1.52	1.64	1.58	1.64	1.48	1.63	1.49	1.55	1.79	1.64	1.57
STANDARD ERROR	.005	.007	.007	.022	.010	.006	.009	.008	.006	.006	.012	.017	.009	.026
ABLE TO GET ALONG AND WORK WELL WITH OTHERS														
AVERAGE	4.82	4.84	4.81	4.97	5.26	4.89	4.84	4.74	4.86	4.72	4.98	4.84	4.83	4.81
STANDARD DEVIATION	1.31	1.31	1.30	1.17	1.21	1.16	1.41	1.31	1.31	1.31	1.26	1.28	1.37	1.27
STANDARD ERROR	.004	.006	.006	.007	.017	.007	.007	.007	.005	.007	.010	.012	.007	.021

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:			REGION:				COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	FE-	MALE	TOTAL	UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 - 100 M	UNDER 30 M	ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	362 100.0	375 100.0	177 100.0	115 100.0	115 100.0	51 100.0	949 100.0	
HAVE RESPECT FOR AUTHORITY																	
AVERAGE	3.59	3.48	3.70	3.85	3.80	3.86	3.57	3.37	3.53	3.62	3.51	3.72	3.77	3.55	3.92	3.57	
STANDARD DEVIATION	1.67	1.70	1.63	1.54	1.44	1.57	1.73	1.68	1.57	1.71	1.55	1.76	1.88	1.65	2.05	1.64	
STANDARD ERROR	.005	.008	.007	.009	.019	.010	.009	.009	.009	.007	.006	.013	.018	.009	.029	.005	
ABLE TO WORK INDEPENDENTLY																	
AVERAGE	4.22	4.11	4.31	4.43	4.74	4.37	4.10	4.15	4.19	4.23	4.17	4.14	4.45	4.24	4.27	4.21	
STANDARD DEVIATION	1.44	1.53	1.37	1.27	.93	1.33	1.56	1.44	1.36	1.48	1.36	1.45	1.41	1.54	1.84	1.44	
STANDARD ERROR	.005	.007	.006	.007	.013	.009	.008	.008	.007	.006	.007	.011	.013	.008	.026	.005	
CREATIVE AND IMAGINATIVE																	
AVERAGE	4.58	4.50	4.66	4.69	4.55	4.72	4.64	4.40	4.37	4.69	4.35	4.85	4.73	4.63	5.02	4.56	
STANDARD DEVIATION	1.38	1.45	1.29	1.28	1.20	1.31	1.43	1.37	1.50	1.41	1.29	1.34	1.46	1.41	1.59	1.35	
STANDARD ERROR	.004	.007	.006	.007	.017	.008	.008	.008	.007	.006	.007	.010	.013	.008	.022	.004	

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RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:	
	TOTAL	FE-MALE	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	50 M	100 M	30 M	UNDER FR-ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	259 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	925 100.0	
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	301 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	533 100.0	51 100.0	949 100.0	
HAVE A POSITIVE ATTITUDE TOWARD LEARNING															
AVERAGE	4.11	4.08	4.14	3.91	4.17	4.09	4.11	4.10	4.05	4.39	4.05	4.01	4.25	4.10	
STANDARD DEVIATION	1.45	1.50	1.38	1.28	1.47	1.48	1.33	1.51	1.34	1.40	1.60	1.52	1.54	1.44	
STANDARD ERROR	.005	.007	.006	.017	.010	.008	.007	.006	.007	.011	.015	.008	.021	.005	
HAVE SPECIFIC JOB OR CAREER GOALS															
AVERAGE	3.81	3.78	3.84	3.85	3.72	3.71	3.64	3.89	3.65	4.01	3.93	3.85	3.65	3.80	
STANDARD DEVIATION	1.57	1.60	1.54	1.62	1.61	1.57	1.38	1.66	1.38	1.49	1.89	1.65	1.29	1.56	
STANDARD ERROR	.005	.007	.007	.010	.010	.008	.008	.007	.007	.011	.018	.009	.027	.005	
HAVE ADEQUATE KNOWLEDGE IN PARTICULAR SUBJECTS															
AVERAGE	4.07	4.09	4.04	4.29	4.28	3.96	4.30	4.11	3.95	4.15	4.04	4.17	4.26	4.06	
STANDARD DEVIATION	1.43	1.42	1.43	1.43	1.48	1.41	1.29	1.48	1.30	1.38	1.59	1.49	1.52	1.41	
STANDARD ERROR	.005	.006	.006	.008	.010	.007	.008	.006	.007	.011	.015	.008	.023	.005	
HAVE PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS															
AVERAGE	4.12	4.08	4.15	4.21	4.04	3.97	4.19	3.97	4.00	4.19	4.23	4.16	4.22	4.11	
STANDARD DEVIATION	1.32	1.43	1.22	1.38	1.42	1.34	1.26	1.40	1.16	1.19	1.49	1.49	1.60	1.31	
STANDARD ERROR	.004	.006	.006	.008	.020	.007	.006	.006	.006	.009	.014	.008	.022	.004	

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - 2.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:	
	TOTAL	FE- MALE	TOTAL UNDER 30	20-29	30-49	50 YRS & FOR- OLDER	ONTO	OTHER	OVER 500 A	100 - 500 M	30 - 100 H	UNDER 30 R	FR- ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	414 100.0	155 100.0	256 100.0	0 -	134 100.0	285 100.0	145 100.0	56 100.0	56 100.0	150 100.0	16 100.0	433 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	423 100.0	177 100.0	257 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
HAVE ADEQUATE READING SKILLS														
AVERAGE	4.00	3.98	4.03	4.00	3.78	5.00	0	3.87	4.07	3.84	4.07	4.04	4.14	3.97
STANDARD DEVIATION	1.64	1.58	1.58	1.63	1.66	1.41	0	1.69	1.60	1.66	1.62	1.53	1.65	1.60
STANDARD ERROR	.008	.011	.011	.008	.011	.090	0	.014	.010	.014	.017	.021	.015	.008
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN WRITTEN FORM														
AVERAGE	3.61	3.70	3.52	3.60	3.78	5.00	0	3.51	3.68	3.51	3.67	3.75	3.70	3.61
STANDARD DEVIATION	1.49	1.55	1.40	1.50	1.50	1.41	0	1.47	1.50	1.45	1.49	1.52	1.50	1.50
STANDARD ERROR	.007	.011	.010	.007	.010	.090	0	.012	.009	.012	.016	.021	.014	.008
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN VERBAL FORM														
AVERAGE	4.34	4.41	4.25	4.33	4.52	5.00	0	4.24	4.37	4.21	4.53	4.29	4.36	4.35
STANDARD DEVIATION	1.54	1.57	1.51	1.57	1.56	.81	0	1.41	1.62	1.40	1.75	1.54	1.55	1.56
STANDARD ERROR	.008	.011	.011	.008	.010	.056	0	.012	.010	.011	.019	.021	.015	.008

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - G.4
BASE TOTAL STUDENTS - CROSS SECTION & SUR-SAMPLE
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:	
	TOTAL	FE-	TOTAL	UNDER	50	YRS & TOR-	OVER	100 - 30 -	OVER	100 - 30 -	UNDER	FR-		
	MALE	MALE	30	20	YRS & TOR-	ONTO	500 M	100 M	500 M	100 M	30 M	ENCH	OTHER	
BASE FOR PERCENTAGES - WEIGHTED	433	232	206	433	257	177	2	0	143	294	154	91	58	135
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR	3.34	3.46	3.21	3.34	3.42	3.21	4.33	0	3.20	3.42	3.16	3.49	3.42	3.38
	1.62	1.67	1.53	1.61	1.67	1.53	1.70	0	1.52	1.65	1.49	1.58	1.61	1.52
	.008	.011	.011	.008	.011	.012	.112	0	.013	.010	.012	.017	.022	.016
HAVE ADEQUATE MATHEMATIC SKILLS	4.33	4.41	4.26	4.33	4.53	4.07	5.00	0	4.32	4.34	4.30	4.53	4.11	4.33
	1.51	1.57	1.40	1.51	1.55	1.42	.81	0	1.37	1.57	1.39	1.44	1.62	1.52
	.007	.011	.010	.008	.010	.011	.056	0	.012	.010	.011	.015	.022	.015
HAVE GOOD JOB SKILLS	3.65	3.75	3.53	3.64	3.92	3.25	4.00	0	3.52	3.72	3.50	3.61	3.93	3.82
	1.65	1.71	1.59	1.67	1.65	1.58	1.63	0	1.50	1.73	1.51	1.74	1.84	1.70
	.008	.012	.012	.008	.011	.012	.099	0	.013	.011	.012	.019	.025	.016

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANG. AGE:		
	TOTAL	FE- MALE	UNDER 30	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500	100- 500	30- 100	10- 30	UNDER 10	FR- ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	14 100.0	405 100.0
BASE FOR PERCENTAGES - WFIGHTED	438 100.0	232 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	145 100.0	294 100.0	154 100.0	91 100.0	53 100.0	135 100.0	14 100.0	422 100.0
HAVE SELF-CONFIDENCE AND SELF-ESTEEM															
AVERAGE	4.68	4.71	4.65	4.67	4.80	4.49	5.67	0	4.47	4.79	4.5	4.64	4.65	4.97	4.67
STANDARD DEVIATION	1.26	1.26	1.26	1.27	1.25	1.27	1.23	0	1.14	1.31	1.11	1.37	1.38	1.22	1.25
STANDARD ERROR	.006	.009	.009	.006	.008	.010	.082	0	.010	.008	.009	.015	.019	.011	.032
SELF-DISCIPLINE															
AVERAGE	4.14	4.19	4.16	4.13	4.37	3.80	4.67	0	4.01	4.22	4.04	4.35	3.98	4.22	4.16
STANDARD DEVIATION	1.59	1.50	1.47	1.51	1.53	1.41	1.23	0	1.37	1.56	1.34	1.50	1.64	1.58	1.59
STANDARD ERROR	.007	.010	.011	.007	.010	.011	.077	0	.011	.010	.011	.016	.022	.015	.009
ABLE TO GET ALONG AND WORK WELL WITH OTHERS															
AVERAGE	5.35	5.40	5.29	5.34	5.55	5.05	6.00	0	5.27	5.38	5.26	5.53	5.19	5.39	5.33
STANDARD DEVIATION	1.18	1.14	1.22	1.21	1.20	1.12	0	0	1.15	1.22	1.17	1.07	1.48	1.16	1.14
STANDARD ERROR	.005	.008	.009	.006	.008	.009	0	0	.010	.008	.009	.011	.020	.011	.009

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:	

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:				COMMUNITY SIZE:				LANGUAGE:	
	TOTAL		TOTAL		YRS & TOR-				OVER				UNDER	
	MALE	FE-	30	UNDER	20	20-29	30-49	50	OTHER	500 M	100 M	30 M	ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL														
	419	218	201	414	256	158	3	0	134	285	145	88	56	130
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED														
	438	232	206	433	257	177	2	0	143	294	154	91	58	135
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE A POSITIVE ATTITUDE TOWARD LEARNING														
AVERAGE	4.16	4.19	4.13	4.17	4.24	4.07	3.33	0	4.05	4.22	4.04	4.45	4.19	4.09
STANDARD DEVIATION	1.44	1.44	1.42	1.42	1.49	1.34	1.25	0	1.25	1.53	1.25	1.47	1.69	1.47
STANDARD ERROR	.007	.010	.010	.007	.010	.010	.076	0	.011	.009	.010	.016	.023	.013
HAVE SPECIFIC JOB OR CAREER GOALS														
AVERAGE	4.00	4.00	3.98	4.00	4.37	3.46	4.67	0	3.84	4.07	3.89	4.33	3.98	3.91
STANDARD DEVIATION	1.71	1.77	1.68	1.71	1.63	1.70	1.87	0	1.49	1.82	1.45	1.73	2.02	1.63
STANDARD ERROR	.008	.012	.012	.009	.011	.013	.119	0	.013	.011	.012	.019	.027	.017
HAVE ADEQUATE KNOWLEDGE IN PARTICULAR SUBJECTS														
AVERAGE	4.39	4.48	4.31	4.39	4.50	4.25	4.33	0	4.26	4.48	4.27	4.48	4.52	4.46
STANDARD DEVIATION	1.43	1.45	1.38	1.41	1.34	1.50	1.70	0	1.25	1.50	1.27	1.38	1.87	1.38
STANDARD ERROR	.007	.010	.010	.007	.009	.011	.112	0	.010	.009	.010	.015	.026	.013
HAVE PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS														
AVERAGE	4.30	4.19	4.43	4.30	4.55	3.96	4.33	0	4.27	4.33	4.23	4.62	4.24	4.20
STANDARD DEVIATION	1.41	1.43	1.36	1.41	1.31	1.45	.95	0	1.29	1.45	1.29	1.37	1.38	1.53
STANDARD ERROR	.007	.010	.010	.007	.009	.011	.059	0	.011	.009	.010	.015	.019	.014

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:									
PRO/	PUB.	MIN.	HAVE	TOTAL	CHILD	NOT	TOTAL	IN SS	IN SS	OTHER	IN	IN	
EX/MG	OR	SOME	NO	CHILD	FIN-	IN	IN	PUR	PUR	PUB.	SEC.	UNIV.	
R/OWN	LESS	S.S.	CHILD	CHILD	ISHED	SCL.	PUB.	12-13	PUB.	PUB.	SEC.	UNIV.	
OTHER													
1004	94	908	271	455	219	144	682	57	78	207	55	153	
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
1000	107	890	259	435	225	120	664	48	79	199	97	148	
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
5.85	4.01	3.80	4.04	3.30	3.72	3.49	3.95	3.48	4.21	3.97	4.17	4.02	
1.76	1.51	1.78	1.81	1.84	1.56	1.76	1.78	1.58	1.46	1.82	1.77	1.86	
.006	.015	.006	.011	.009	.010	.016	.007	.023	.017	.013	.014	.016	
3.71	3.62	3.71	3.90	3.83	3.43	3.66	3.77	3.43	3.72	3.79	4.00	3.79	
1.55	1.54	1.54	1.60	1.58	1.40	1.48	1.59	1.38	1.62	1.57	1.58	1.56	
.005	.015	.005	.010	.008	.009	.014	.006	.020	.019	.011	.016	.013	
4.18	4.01	4.20	4.26	4.31	3.86	4.00	4.21	4.17	3.83	4.18	4.20	4.20	
1.60	1.48	1.60	1.54	1.66	1.52	1.58	1.64	1.49	1.56	1.62	1.68	1.66	
.005	.014	.005	.010	.008	.010	.014	.006	.021	.018	.012	.017	.014	
BASE FOR PERCENTAGES - ACTUAL													
BASE FOR PERCENTAGES - WEIGHTED													
HAVE ADEQUATE READING SKILLS													
AVERAGE													
STANDARD DEVIATION													
STANDARD ERROR													
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN WRITTEN FORM													
AVERAGE													
STANDARD DEVIATION													
STANDARD ERROR													
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN VERBAL FORM													
AVERAGE													
STANDARD DEVIATION													
STANDARD ERROR													

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

		FAMILY COMP. & ED. OF CHILD:														
		OCCUPATION: EDUCATION:					TOTAL IN SS IN SS TOTAL IN IN									
		PRO/	PUB.	4IN.	MIN.	HAVE	TOTAL CHILD NOT	IN	SS	POST	ONT.					
		EX/MG	OR	SOME	SOME	NO	FIN-	IN	PUB	OTHER	ONT.					
		R/OWN	LESS	S.S.	P.S.	CHILD	ISHED	SCL.	PUB. 12-13	PUB. SEC.	UNIV. CAAT					
BASE FOR PERCENTAGES - WEIGHTED	1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR																
AVERAGE	3.32	3.17	3.32	3.56	3.35	3.08	3.30	3.36	2.98	3.39	3.24	3.44	3.22	3.68	3.77	3.51
STANDARD DEVIATION	1.74	1.66	1.74	1.69	1.84	1.55	1.66	1.74	1.57	1.75	1.67	1.77	1.64	1.46	1.55	1.56
STANDARD ERROR	.006	.016	.006	.011	.009	.010	.016	.007	.023	.020	.012	.018	.014	.018	.022	.031
HAVE ADEQUATE MATHEMATIC SKILLS																
AVERAGE	3.98	3.83	3.92	4.11	3.95	4.01	4.05	3.97	3.37	3.91	4.03	4.14	3.98	3.96	4.11	3.78
STANDARD DEVIATION	1.57	1.57	1.53	1.64	1.59	1.49	1.52	1.59	1.47	1.62	1.45	1.49	1.46	1.42	1.46	1.19
STANDARD ERROR	.005	.016	.005	.010	.008	.010	.014	.006	.021	.019	.010	.015	.012	.018	.021	.025
HAVE GOOD JOB SKILLS																
AVERAGE	2.56	3.28	3.60	3.73	3.56	3.52	3.66	3.63	4.00	3.37	3.53	3.51	3.48	3.77	3.88	3.35
STANDARD DEVIATION	1.58	1.66	1.56	1.61	1.56	1.55	1.54	1.63	1.61	1.72	1.66	1.74	1.63	1.33	1.24	1.45
STANDARD ERROR	.005	.016	.005	.010	.008	.010	.014	.006	.023	.020	.012	.015	.014	.016	.018	.023

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:																			
PRO/ EX/MG		PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD HAVE FIN- ISHED	NOT IN SCL.	TOTAL IN PUR.	IN SS PUR.	IN SS OTHER PUR.	IN SS UNIV. PUR.	IN POST SEC.	IN CAAT																
TOTAL														94	908	271	455	219	144	682	57	78	207	95	153	60	43	21	
100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0																
TOTAL														107	890	259	435	225	120	664	48	79	199	97	148	69	48	26	
100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0																
BASE FOR PERCENTAGES - ACTUAL														4.76	4.93	4.74	4.72	4.77	4.79	4.73	4.86	4.68	4.97	4.78	4.95	4.79	4.87	5.07	4.48
BASE FOR PERCENTAGES - WEIGHTED														1.40	1.39	1.41	1.46	1.42	1.41	1.53	1.42	1.61	1.32	1.44	1.30	1.43	1.29	1.20	1.34
HAVE SELF-CONFIDENCE AND SELF-ESTEEM														.005	.014	.005	.009	.007	.010	.014	.006	.024	.015	.010	.014	.012	.016	.018	.026
SELF-DISCIPLINE														5.66	3.39	3.69	3.72	3.65	3.51	3.66	3.61	3.21	3.39	3.82	3.98	3.78	4.40	4.33	4.04
SELF-DISCIPLINE														1.60	1.58	1.59	1.66	1.58	1.55	1.48	1.66	1.41	1.65	1.63	1.70	1.59	1.64	1.66	1.70
SELF-DISCIPLINE														.005	.015	.005	.010	.008	.010	.014	.006	.021	.019	.012	.017	.013	.020	.023	.033
ABLE TO GET ALONG AND WORK WELL WITH OTHERS														4.82	4.81	4.81	4.76	4.86	4.71	4.70	4.80	4.49	4.65	5.07	5.24	5.06	5.13	5.24	4.81
ABLE TO GET ALONG AND WORK WELL WITH OTHERS														1.31	1.35	1.32	1.44	1.30	1.24	1.06	1.41	1.52	1.20	1.38	1.37	1.34	1.33	1.17	1.46
ABLE TO GET ALONG AND WORK WELL WITH OTHERS														.004	.013	.004	.009	.006	.008	.010	.005	.022	.014	.010	.014	.011	.015	.017	.027

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
	PRO/					MIN.					TOTAL CHILD NOT					IN SS IN SS TOTAL IN				
	TOTAL	R/OWN	OTHER	PUB.	OR	LESS	S.S.	P.S.	CHLD	HAVE	FIN-	IN	PU	12-13	PUB.	SEC.	UNIV.	CAAI	ONT.	ONT.
BASE FOR PERCENTAGES - WEIGHTED	1000	107	890	259	435	225	100.0	100.0	100.0	120	664	48	79	199	97	143	69	48	26	26
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE RESPECT FOR AUTHORITY																				
AVERAGE	5.59	3.78	5.56	3.45	5.60	3.57	3.20	3.52	3.29	3.60	3.29	3.29	3.82	3.82	4.07	3.77	3.30	3.86	3.44	3.44
STANDARD DEVIATION	1.07	1.64	1.66	1.78	1.63	1.61	1.58	1.58	1.69	1.74	1.69	1.69	1.78	1.78	1.74	1.79	1.68	1.70	1.35	1.35
STANDARD ERROR	.005	.016	.006	.011	.008	.011	.015	.015	.025	.007	.025	.025	.015	.015	.018	.015	.020	.025	.029	.029
ABLE TO WORK INDEPENDENTLY																				
AVERAGE	4.22	3.92	4.25	4.25	4.29	5.99	3.90	3.83	3.96	4.22	3.96	3.83	4.29	4.29	4.47	4.27	4.74	4.79	4.38	4.38
STANDARD DEVIATION	1.44	1.68	1.42	1.57	1.45	1.35	1.23	1.64	1.30	1.55	1.30	1.64	1.55	1.55	1.55	1.54	1.54	1.54	1.48	1.48
STANDARD ERROR	.005	.017	.005	.010	.007	.009	.012	.019	.019	.006	.019	.019	.011	.011	.016	.013	.019	.022	.030	.030
CREATIVE AND IMAGINATIVE																				
AVERAGE	4.58	4.45	4.59	4.50	4.67	4.58	4.41	4.41	4.27	4.61	4.27	4.41	4.65	4.65	4.70	4.56	4.61	4.80	4.52	4.52
STANDARD DEVIATION	1.36	1.55	1.35	1.37	1.41	1.31	1.39	1.39	1.49	1.40	1.49	1.39	1.44	1.44	1.47	1.39	1.35	1.34	1.20	1.20
STANDARD ERROR	.004	.015	.005	.009	.007	.009	.013	.013	.021	.006	.021	.016	.010	.010	.015	.011	.017	.020	.024	.024

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RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - G.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:									
PRO/ EX/MG TOTAL P/OWN OTHER	PUP. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL HAVE CHILD	CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUR.	IN SS IN PUR. 12-13	SS OTHER PUR.	TOTAL POST SEC.	IN ONT. UNIV.	IN ONT. CAPT
1004 100.0	94 100.0	271 100.0	455 100.0	219 100.0	144 100.0	682 100.0	57 100.0	78 100.0	207 100.0	95 100.0	153 100.0	60 100.0	43 100.0
1000 100.0	107 100.0	890 100.0	435 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	69 100.0	48 100.0
BASE FOR PERCENTAGES - ACTUAL													
BASE FOR PERCENTAGES - WEIGHTED													
HAVE A POSITIVE ATTITUDE TOWARD LEARNING													
AVERAGE	4.11	3.72	4.15	4.22	3.93	4.09	4.16	3.98	4.21	4.18	4.21	4.45	4.54
STANDARD DEVIATION	1.45	1.53	1.43	1.40	1.45	1.44	1.48	1.30	1.43	1.46	1.35	1.52	1.63
STANDARD ERROR	.005	.015	.005	.009	.007	.010	.006	.019	.010	.015	.011	.018	.023
HAVE SPECIFIC JOB OR CAREER GOALS													
AVERAGE	3.81	3.57	3.84	3.92	3.89	3.54	3.99	3.40	3.58	3.72	3.90	3.97	4.10
STANDARD DEVIATION	1.57	1.50	1.58	1.52	1.62	1.44	1.56	1.42	1.44	1.60	1.59	1.59	1.65
STANDARD ERROR	.005	.014	.005	.010	.008	.010	.006	.021	.016	.011	.013	.019	.024
HAVE ADEQUATE KNOWLEDGE IN PARTICULAR SUBJECTS													
AVERAGE	4.07	4.21	4.05	4.12	4.01	4.04	3.94	4.07	4.16	4.29	4.23	4.26	4.43
STANDARD DEVIATION	1.43	1.30	1.44	1.33	1.50	1.28	1.47	1.43	1.31	1.40	1.38	1.48	1.39
STANDARD ERROR	.005	.013	.005	.008	.007	.009	.006	.020	.015	.010	.011	.017	.021
HAVE PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS													
AVERAGE	4.12	3.88	4.14	4.19	4.15	3.98	3.96	4.13	4.17	4.18	4.14	4.34	4.41
STANDARD DEVIATION	1.32	1.30	1.32	1.31	1.31	1.28	1.15	1.35	1.42	1.37	1.36	1.30	1.23
STANDARD ERROR	.004	.013	.005	.008	.006	.009	.011	.005	.020	.010	.011	.015	.018

BASE FOR PERCENTAGES - ACTUAL

BASE FOR PERCENTAGES - WEIGHTED

HAVE A POSITIVE ATTITUDE
TOWARD LEARNING

AVERAGE

STANDARD DEVIATION

STANDARD ERROR

HAVE SPECIFIC JOB OR CAREER GOALS

AVERAGE

STANDARD DEVIATION

STANDARD ERROR

HAVE ADEQUATE KNOWLEDGE IN
PARTICULAR SUBJECTS

AVERAGE

STANDARD DEVIATION

STANDARD ERROR

HAVE PROBLEM SOLVING SKILLS, THAT
IS, THE ABILITY TO MAKE INFORMED
DECISIONS AND SOLVE PROBLEMS

AVERAGE

STANDARD DEVIATION

STANDARD ERROR

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:				
	-----					-----				
	UPPER MID-	DLE	MID-	DLE	LOWER MID	G.S. IN ONT.	G.S. OTHER PROV.	G.S. IN CD	S.S. IN ONT.	S.S. OTHER PROV.
	TOTAL	UPPER								
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	198 100.0	217 100.0	185 100.0	190 100.0	597 100.0	79 100.0	168 100.0	515 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	170 100.0	497 100.0
HAVE ADEQUATE READING SKILLS										
AVERAGE	3.83	3.73	3.63	3.91	3.80	4.19	3.80	3.65	4.17	3.81
STANDARD DEVIATION	1.76	1.64	1.80	1.72	1.72	1.81	1.80	1.68	1.57	1.78
STANDARD ERROR	.006	.011	.012	.012	.014	.014	.003	.018	.012	.008
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN WRITTEN FORM										
AVERAGE	3.71	3.50	3.53	3.69	3.91	4.06	3.76	3.65	3.85	3.75
STANDARD DEVIATION	1.55	1.50	1.56	1.52	1.57	1.53	1.56	1.58	1.44	1.55
STANDARD ERROR	.005	.010	.010	.010	.013	.012	.007	.018	.011	.007
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN VERBAL FORM										
AVERAGE	4.18	4.06	4.08	4.15	4.23	4.44	4.27	3.96	4.03	4.24
STANDARD DEVIATION	1.60	1.56	1.60	1.54	1.79	1.45	1.63	1.53	1.59	1.61
STANDARD ERROR	.005	.011	.011	.010	.014	.011	.007	.017	.012	.007

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:									
	-----					-----									
	UPPER MID-	DLE	MID-	DLE	LOWER MID	G.S. IN	G.S. OTHER PROV.	G.S. IN CD	G.S. IN	G.S. OTHER PROV.	G.S. IN CD	G.S. IN	G.S. OTHER PROV.	G.S. IN CD	S.S.
TOTAL	1000	213	235	217	166	169	572	33	170	497	61	105			
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
BASE FOR PERCENTAGES - WEIGHTED															
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR															
AVERAGE	5.32	5.16	3.24	3.24	3.35	3.74	3.30	3.24	3.40	3.29	3.03	3.10			
STANDARD DEVIATION	1.74	1.56	1.73	1.77	1.76	1.80	1.81	1.45	1.64	1.79	1.46	1.69			
STANDARD ERROR	.006	.011	.011	.012	.014	.014	.008	.016	.013	.008	.019	.017			
HAVE ADEQUATE MATHEMATIC SKILLS															
AVERAGE	3.98	3.88	4.08	3.82	4.00	4.19	3.99	3.95	4.02	4.00	3.74	3.95			
STANDARD DEVIATION	1.57	1.54	1.48	1.62	1.61	1.54	1.61	1.71	1.32	1.58	1.70	1.27			
STANDARD ERROR	.005	.011	.010	.011	.013	.012	.007	.019	.010	.007	.022	.012			
HAVE GOOD JOB SKILLS															
AVERAGE	3.56	3.46	3.33	3.56	3.82	3.77	3.56	3.53	3.64	3.53	3.43	3.48			
STANDARD DEVIATION	1.58	1.50	1.45	1.72	1.53	1.53	1.60	1.52	1.51	1.61	1.44	1.44			
STANDARD ERROR	.005	.010	.010	.012	.012	.012	.007	.017	.012	.007	.019	.014			

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENTS' EDUCATION:						
	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	UPPER MID- DLE	LOWER MID- DLE	G.S. IN ONT.	G.S. OTHER PROV.	G.S. IN CD	G.S. IN ONT.	G.S. OTHER PROV.	G.S. IN CD
TOTAL	1004	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL												
	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED												
	4.76	4.83	4.65	4.78	4.81	4.80	4.73	4.91	4.93	4.76	4.93	4.86
	1.40	1.50	1.24	1.34	1.42	1.50	1.47	1.34	1.34	1.40	1.37	1.33
STANDARD DEVIATION												
	.005	.010	.008	.009	.012	.012	.006	.015	.011	.006	.018	.013
STANDARD ERROR												
	3.66	3.65	3.65	3.48	3.80	3.75	3.57	4.01	3.64	3.60	3.90	3.50
STANDARD DEVIATION												
	1.60	1.56	1.53	1.53	1.79	1.60	1.60	1.43	1.59	1.58	1.45	1.67
STANDARD ERROR												
	.005	.011	.010	.010	.014	.012	.007	.016	.012	.007	.019	.016
ABLE TO GET ALONG AND WORK WELL WITH OTHERS												
	4.82	4.91	5.00	4.82	4.70	4.60	4.82	4.96	4.70	4.84	4.80	4.64
	1.31	1.28	1.16	1.38	1.30	1.38	1.28	1.32	1.47	1.29	1.24	1.33
STANDARD DEVIATION												
	.004	.009	.008	.009	.010	.011	.005	.015	.011	.006	.017	.013
STANDARD ERROR												

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - 9.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S.			S.S.		
	TOTAL	UPPER	DLE	MID-	DLE	MID	ONT.	PROV.	IN CD	ONT.	PROV.	IN CD
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE RESPECT FOR AUTHORITY												
AVERAGE	3.59	3.62	3.63	3.70	3.49	3.46	3.55	3.84	3.48	3.64	3.57	3.46
STANDARD DEVIATION	1.67	1.53	1.55	1.68	1.76	1.85	1.67	1.73	1.78	1.63	1.62	1.85
STANDARD ERROR	.005	.011	.010	.011	.014	.015	.007	.019	.014	.007	.021	.018
ABLE TO WORK INDEPENDENTLY												
AVERAGE	4.22	4.27	4.16	4.02	4.39	4.29	4.19	4.26	4.21	4.23	4.27	3.93
STANDARD DEVIATION	1.44	1.35	1.39	1.57	1.44	1.46	1.48	1.20	1.51	1.41	1.30	1.50
STANDARD ERROR	.005	.009	.009	.011	.011	.011	.006	.013	.012	.006	.017	.015
CREATIVE AND IMAGINATIVE												
AVERAGE	4.58	4.54	4.55	4.58	4.63	4.61	4.64	4.50	4.51	4.68	4.62	4.42
STANDARD DEVIATION	1.38	1.42	1.31	1.47	1.40	1.27	1.36	1.35	1.34	1.37	1.39	1.33
STANDARD ERROR	.004	.010	.009	.010	.011	.010	.006	.015	.011	.006	.013	.013

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RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S.			S.S.		
	MID-	DLE	MID-	DLE	MID-	DLE	IN	OTHER	NOT	IN	OTHER	NOT
TOTAL	UPPER						CD	PROV.	IN	CD	PROV.	IN
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HAVE A POSITIVE ATTITUDE TOWARD LEARNING												
AVERAGE	4.11	4.05	4.14	4.10	4.21	4.05	4.10	4.14	4.17	4.07	4.09	4.00
STANDARD DEVIATION	1.45	1.39	1.46	1.45	1.55	1.40	1.45	1.32	1.45	1.48	1.36	1.53
STANDARD ERROR	.005	.010	.009	.010	.012	.011	.006	.015	.011	.007	.019	.015
HAVE SPECIFIC JOB OR CAREER GOALS												
AVERAGE	3.81	3.70	3.73	3.82	3.95	3.87	3.78	4.04	3.92	3.75	4.00	3.80
STANDARD DEVIATION	1.57	1.62	1.60	1.51	1.56	1.57	1.61	1.39	1.44	1.60	1.43	1.43
STANDARD ERROR	.005	.011	.011	.010	.012	.012	.007	.016	.011	.007	.019	.014
HAVE ADEQUATE KNOWLEDGE IN PARTICULAR SUBJECTS												
AVERAGE	4.07	4.11	4.08	4.06	4.05	4.04	4.02	4.14	4.10	4.02	3.97	4.03
STANDARD DEVIATION	1.43	1.39	1.40	1.36	1.60	1.39	1.47	1.31	1.25	1.48	1.34	1.30
STANDARD ERROR	.005	.010	.009	.009	.013	.011	.006	.015	.009	.007	.018	.013
HAVE PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS												
AVERAGE	4.12	4.12	4.11	4.01	4.31	4.02	4.15	4.10	4.10	4.12	3.97	3.96
STANDARD DEVIATION	1.32	1.46	1.18	1.37	1.41	1.23	1.29	1.22	1.30	1.31	1.24	1.35
STANDARD ERROR	.004	.010	.008	.009	.011	.010	.005	.014	.010	.006	.016	.013

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
TOTAL					FIRST					FIRST					OTHER				
GRADE					YEAR					YEAR					POST				
TOTAL					TOTAL					TOTAL					CAAT.				
12/13					13.					UNIV.					UNIV.				
12					13.					UNIV.					UNIV.				
13					13.					UNIV.					UNIV.				
12					13.					UNIV.					UNIV.				
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RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST YEAR					OTHER GRADE					OTHER POST SEC. FORCE				
	GRADE 12/13	GRADE 12	GRADE 13	TOTAL UNIV.	FIRST YEAR UNIV.	TOTAL UNIV.	FIRST YEAR UNIV.	TOTAL UNIV.	FIRST YEAR UNIV.	OTHER GRADE UNIV.	CAAT. 12/13	UNIV. CAAT.	12/13	UNIV. CAAT.	75	10	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	242 100.0	153 100.0	89 100.0	144 100.0	40 100.0	105 100.0	51 100.0	28 100.0	23 100.0	90 100.0	180 100.0	75 100.0	10 100.0	63 100.0					
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR																				
AVERAGE	3.34	3.51	3.54	3.43	3.04	3.24	2.99	3.38	3.14	3.65	3.54	3.22	3.32	4.00	3.20					
STANDARD DEVIATION	1.62	1.68	1.67	1.69	1.45	1.52	1.41	1.63	1.48	1.73	1.70	1.50	1.76	1.73	1.45					
STANDARD ERROR	.008	.011	.014	.018	.012	.025	.014	.025	.028	.036	.019	.011	.021	.033	.019					
HAVE ADEQUATE MATHEMATIC SKILLS																				
AVERAGE	4.33	4.57	4.70	4.38	4.01	3.72	4.11	4.20	4.14	4.26	4.65	4.08	4.51	4.10	4.44					
STANDARD DEVIATION	1.51	1.54	1.60	1.41	1.44	1.57	1.36	1.30	1.13	1.51	1.61	1.47	1.51	1.22	1.35					
STANDARD ERROR	.007	.010	.013	.016	.012	.026	.014	.018	.021	.032	.018	.011	.018	.038	.018					
HAVE GOOD JOB SKILLS																				
AVERAGE	3.65	4.00	4.19	3.70	3.10	3.08	3.11	3.45	3.21	3.74	4.19	3.38	3.53	3.40	3.76					
STANDARD DEVIATION	1.65	1.63	1.64	1.52	1.61	1.66	1.59	1.61	1.59	1.59	1.67	1.59	1.56	1.62	1.71					
STANDARD ERROR	.008	.011	.014	.016	.014	.027	.016	.023	.030	.033	.019	.012	.018	.050	.022					

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - 0.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:													
TOTAL					FIRST					OTHER					POST								
TOTAL		GRADE		GRADE		TOTAL		OTHER		TOTAL		OTHER		GRADE		UNIV.		CAAT.		SFC.		FORCE	
GRADE		12		13		UNIV.		UNIV.		CAAT.		CAAT.		CAAT.		12/13		UNIV.		SFC.		FORCE	
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		CAAT.		12/13		UNIV.		SFC.		FORCE	
419	240	151	89	129	35	94	50	28	22	89	166	73	9	62									
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0									
BASE FOR PERCENTAGES - ACTUAL																							
438	242	153	89	144	40	105	51	28	23	90	180	75	10	63									
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0									
BASE FOR PERCENTAGES - WEIGHTED																							
HAVE SELF-CONFIDENCE AND SELF-ESTEE*																							
AVERAGE																							
4.68	4.87	4.87	4.68	4.41	4.56	4.37	4.53	4.54	4.52	5.09	4.53	4.83	4.80	4.46									
1.26	1.26	1.34	1.08	1.31	1.19	1.31	1.07	.92	1.21	1.24	1.26	1.40	1.32	.98									
STANDARD DEVIATION																							
.006	.008	.011	.012	.011	.020	.013	.015	.018	.026	.014	.010	.016	.041	.013									
SELF-DISCIPLINE																							
AVERAGE																							
4.14	4.45	4.51	4.35	3.68	3.78	3.66	4.04	3.96	4.13	4.63	3.88	4.22	4.70	4.03									
1.50	1.53	1.57	1.49	1.40	1.28	1.42	1.23	.84	1.57	1.53	1.43	1.45	2.00	1.38									
STANDARD DEVIATION																							
.007	.010	.013	.016	.012	.021	.015	.017	.015	.033	.017	.011	.017	.062	.013									
ABLE TO GET ALONG AND WORK WELL WITH OTHERS																							
AVERAGE																							
5.35	5.59	5.60	5.58	5.03	5.03	5.05	5.10	5.18	5.04	5.63	5.19	5.55	5.40	5.17									
1.18	1.22	1.20	1.23	1.10	1.29	1.01	1.15	1.16	1.13	1.15	1.08	1.27	1.28	1.26									
STANDARD DEVIATION																							
.006	.008	.010	.013	.009	.021	.010	.016	.023	.024	.013	.003	.015	.041	.016									

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
TOTAL					FIRST					FIRST					OTHER				
GRADE 12/13					TOTAL					YEAR					OTHER				
12					13. UNIV. CAAT.					13. UNIV. CAAT.					GRADE 12/13 UNIV. CAAT.				
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RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL GRADE					FIRST YEAR					OTHER					UNIV. CAAT.				
	12/13	12	13	13	13	12/13	12	13	13	13	12/13	12	13	13	13	12/13	12	13	13	13
BASE FOR PERCENTAGES - ACTUAL	419	240	151	89	129	35	94	50	28	22	89	166	73	9	62	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63	100.0	100.0	100.0	100.0	100.0
HAVE A POSITIVE ATTITUDE TOWARD LEARNING																				
AVERAGE	4.16	4.43	4.46	4.36	5.85	5.76	3.88	3.84	3.57	4.13	4.31	4.02	4.17	4.50	4.22					
STANDARD DEVIATION	1.44	1.46	1.47	1.51	1.30	1.22	1.33	1.31	1.08	1.48	1.43	1.34	1.48	1.96	1.49					
STANDARD ERROR	.007	.010	.012	.016	.011	.021	.013	.019	.021	.032	.016	.010	.013	.060	.019					
HAVE SPECIFIC JOB OR CAREER GOALS																				
AVERAGE	4.00	4.49	4.54	4.40	3.22	3.28	3.19	3.90	3.61	4.26	4.60	3.61	4.39	4.10	3.71					
STANDARD DEVIATION	1.71	1.67	1.61	1.80	1.52	1.62	1.48	1.61	1.44	1.70	1.58	1.68	1.75	1.52	1.59					
STANDARD ERROR	.008	.011	.014	.019	.013	.027	.015	.022	.025	.035	.017	.013	.021	.060	.021					
HAVE ADEQUATE KNOWLEDGE IN PARTICULAR SUBJECTS																				
AVERAGE	4.39	4.60	4.59	4.61	4.08	4.03	4.10	4.37	3.93	4.91	4.51	4.31	4.42	4.50	4.37					
STANDARD DEVIATION	1.43	1.38	1.34	1.47	1.43	1.27	1.49	1.42	1.12	1.53	1.35	1.43	1.28	1.74	1.50					
STANDARD ERROR	.007	.009	.011	.016	.012	.021	.015	.020	.021	.032	.015	.011	.015	.053	.019					
HAVE PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS																				
AVERAGE	4.30	4.59	4.64	4.50	3.96	3.75	4.04	4.00	3.93	4.09	4.62	4.18	4.22	4.80	4.17					
STANDARD DEVIATION	1.41	1.33	1.20	1.53	1.44	1.57	1.37	1.28	.99	1.56	1.28	1.44	1.49	1.53	1.13					
STANDARD ERROR	.007	.009	.010	.017	.012	.026	.014	.018	.019	.033	.014	.011	.017	.047	.015					

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

		S.S. QUALITY WAS:			
		-----		-----	
		RE-		DETER	
		IMPRO MAIN		-IOR-	
		-VED SAME		ATED	
		-----		-----	
TOTAL					
BASE FOR PERCENTAGES - ACTUAL		1004	514	157	461
		100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED		1000	307	155	462
		100.0	100.0	100.0	100.0
HAVE ADEQUATE READING SKILLS					
AVERAGE		3.83	4.48	4.03	3.34
STANDARD DEVIATION		1.76	1.68	1.72	1.67
STANDARD ERROR		.006	.010	.014	.008
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN WRITTEN FORM					
AVERAGE		3.71	4.19	4.03	3.25
STANDARD DEVIATION		1.55	1.51	1.41	1.48
STANDARD ERROR		.005	.009	.011	.007
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN VERBAL FORM					
AVERAGE		4.18	4.70	4.40	3.78
STANDARD DEVIATION		1.60	1.40	1.41	1.63
STANDARD ERROR		.005	.008	.011	.006

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:				

	IMPRO	RE-	DETER	
	-VED	MAIN	-IN-	
TOTAL	-VFD	SAME	ATED	
-----	-----	-----	-----	
BASE FOR PERCENTAGES - WEIGHTED	1000	307	155	402
	100.0	100.0	100.0	100.0
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR				
AVERAGE	3.32	3.23	3.59	2.84
STANDARD DEVIATION	1.74	1.70	1.55	1.66
STANDARD ERROR	.006	.010	.013	.008
HAVE ADEQUATE MATHEMATIC SKILLS				
AVERAGE	3.98	4.51	4.15	3.57
STANDARD DEVIATION	1.57	1.48	1.49	1.55
STANDARD ERROR	.005	.009	.012	.007
HAVE GOOD JOB SKILLS				
AVERAGE	3.56	3.96	3.63	3.25
STANDARD DEVIATION	1.58	1.58	1.45	1.54
STANDARD ERROR	.005	.009	.012	.007

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - 0.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

		S.S. QUALITY HAS:			
		IMPROVED		RE-DETERMINED	
		TOTAL		MAIN	
		SAME		ATED	
		-----		-----	
BASE FOR PERCENTAGES - ACTUAL	1004	314	157	461	
	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	307	155	462	
	100.0	100.0	100.0	100.0	100.0
HAVE SELF-CONFIDENCE AND SELF-ESTEEM					
AVERAGE	4.76	5.06	4.62	4.55	
STANDARD DEVIATION	1.40	1.27	1.25	1.50	
STANDARD ERROR	.005	.007	.010	.007	
SELF-DISCIPLINE					
AVERAGE	3.66	4.20	3.94	3.18	
STANDARD DEVIATION	1.60	1.49	1.42	1.55	
STANDARD ERROR	.005	.009	.012	.007	
ABLE TO GET ALONG AND WORK WELL WITH OTHERS					
AVERAGE	4.82	5.16	4.90	4.54	
STANDARD DEVIATION	1.31	1.20	1.14	1.35	
STANDARD ERROR	.004	.007	.009	.006	

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:

	RE-	DETER
	IMPRO MAIN	-IOR-
	-VED SAME	ATED
TOTAL	1000	307
	100.0	100.0

1000	307	155	462
100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED

HAVE RESPECT FOR AUTHORITY

AVERAGE	5.59	4.07	3.78	3.18
STANDARD DEVIATION	1.67	1.64	1.52	1.61
STANDARD ERROR	.005	.009	.012	.007

ABLE TO WORK INDEPENDENTLY

AVERAGE	4.22	4.66	4.33	3.24
STANDARD DEVIATION	1.44	1.41	1.37	1.45
STANDARD ERROR	.005	.008	.011	.007

CREATIVE AND IMAGINATIVE

AVERAGE	4.58	4.89	4.30	4.47
STANDARD DEVIATION	1.38	1.33	1.37	1.35
STANDARD ERROR	.004	.008	.011	.006

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY BASE			

	REL-	DETER	
	IMPRO	MAIN	-IOR-
TOTAL	-VED	SAME	ATED
-----	-----	-----	-----

BASE FOR PERCENTAGES - ACTUAL	1004	314	157	461
	100.0	100.0	100.0	100.0

BASE FOR PERCENTAGES - WEIGHTED	1000	307	155	462
	100.0	100.0	100.0	100.0

HAVE A POSITIVE ATTITUDE
 TOWARD LEARNING

AVERAGE	4.11	4.55	4.18	3.77
STANDARD DEVIATION	1.45	1.31	1.34	1.48
STANDARD ERROR	.005	.008	.011	.007

HAVE SPECIFIC JOB OR CAREER GOALS

AVERAGE	3.81	4.16	4.05	3.52
STANDARD DEVIATION	1.57	1.60	1.43	1.51
STANDARD ERROR	.005	.009	.011	.007

HAVE ADEQUATE KNOWLEDGE IN
 PARTICULAR SUBJECTS

AVERAGE	4.07	4.49	4.18	3.75
STANDARD DEVIATION	1.43	1.38	1.24	1.42
STANDARD ERROR	.005	.008	.010	.007

HAVE PROBLEM SOLVING SKILLS, THAT
 IS, THE ABILITY TO MAKE INFORMED
 DECISIONS AND SOLVE PROBLEMS

AVERAGE	4.12	4.43	4.16	3.91
STANDARD DEVIATION	1.32	1.29	1.17	1.24
STANDARD ERROR	.004	.007	.010	.006

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:			
	IMPRO	RE-MAIN	DETER-ICH-ATED
TOTAL	-VED	SAME	
-----	-----	-----	-----
BASE FOR PERCENTAGES - ACTUAL	419 196 48 167		
	100.0 100.0 100.0 100.0		
BASE FOR PERCENTAGES - WEIGHTED	438 202 49 175		
	100.0 100.0 100.0 100.0		
HAVE ADEQUATE READING SKILLS			
AVERAGE	4.00 4.51 3.72 3.46		
STANDARD DEVIATION	1.64 1.61 1.54 1.54		
STANDARD ERROR	.008 .012 .023 .012		
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN WRITTEN FORM			
AVERAGE	3.61 4.02 4.00 3.11		
STANDARD DEVIATION	1.49 1.42 1.44 1.42		
STANDARD ERROR	.007 .010 .022 .011		
ABLE TO ADEQUATELY EXPRESS IDEAS CLEARLY IN VERBAL FORM			
AVERAGE	4.34 4.73 4.51 3.83		
STANDARD DEVIATION	1.54 1.41 1.52 1.61		
STANDARD ERROR	.008 .010 .023 .012		

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL STUDENTS - CROSS SECTION 8 SUB-SAMPLE
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:				
	RE-	DETER-		
	IMPRO	MAIN	-IOR-	
TOTAL	-VED	SAME	ATED	
	-----	-----	-----	-----
BASE FOR PERCENTAGES - WEIGHTED	438	202	49	175
	100.0	100.0	100.0	100.0
ABLE TO USE ADEQUATELY SPELLING AND GRAMMAR				
AVERAGE	3.34	3.67	3.43	2.89
STANDARD DEVIATION	1.62	1.55	1.77	1.54
STANDARD ERROR	.008	.011	.027	.012
HAVE ADEQUATE MATHEMATIC SKILLS				
AVERAGE	4.33	4.62	4.51	4.02
STANDARD DEVIATION	1.51	1.50	1.28	1.48
STANDARD ERROR	.007	.011	.020	.011
HAVE GOOD JOB SKILLS				
AVERAGE	3.65	3.81	4.17	3.39
STANDARD DEVIATION	1.65	1.60	1.38	1.75
STANDARD ERROR	.008	.012	.021	.014

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

		S.S. QUALITY HAS:			
		IMPROVED		DETERIORATED	
		TOTAL	PERCENTAGES	TOTAL	PERCENTAGES
BASE FOR PERCENTAGES - ACTUAL		419	196	48	167
		100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED		438	202	49	175
		100.0	100.0	100.0	100.0
HAVE SELF-CONFIDENCE AND SELF-ESTEEM					
AVERAGE		4.68	4.89	4.50	4.51
STANDARD DEVIATION		1.26	1.20	1.11	1.33
STANDARD ERROR		.006	.009	.017	.010
SELF-DISCIPLINE					
AVERAGE		4.14	4.56	3.95	3.71
STANDARD DEVIATION		1.50	1.46	1.37	1.47
STANDARD ERROR		.007	.011	.021	.012
ABLE TO GET ALONG AND WORK WELL WITH OTHERS					
AVERAGE		5.35	5.49	5.24	5.24
STANDARD DEVIATION		1.18	1.23	1.13	1.15
STANDARD ERROR		.006	.009	.019	.009

(CONTINUED)

RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:				

	RE-	DETER		
	IMPRO	MAIN	-IOR-	
TOTAL	-VED	SAME	ATED	
-----	-----	-----	-----	-----
BASE FOR PERCENTAGES - WEIGHTED	438	202	49	175
	100.0	100.0	100.0	100.0
HAVE RESPECT FOR AUTHORITY				
AVERAGE	4.25	4.53	4.12	3.98
STANDARD DEVIATION	1.45	1.36	1.21	1.55
STANDARD ERROR	.007	.010	.019	.012
ABLE TO WORK INDEPENDENTLY				
AVERAGE	4.65	4.80	4.98	4.39
STANDARD DEVIATION	1.42	1.44	1.32	1.43
STANDARD ERROR	.007	.010	.020	.011
CREATIVE AND IMAGINATIVE				
AVERAGE	4.64	4.82	4.63	4.50
STANDARD DEVIATION	1.39	1.39	1.11	1.45
STANDARD ERROR	.007	.010	.017	.011

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RATING OF SECONDARY SCHOOL GRADUATES FOR SPECIFIC CHARACTERISTICS - Q.4
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY PERCEPTIONS OF THE QUALITY OF EDUCATION AT SECONDARY SCHOOLS.

S.S. QUALITY HAS:			
	IMPRO	RE-	DETER
TOTAL	-VED	MAIN	-JUR-
		SAME	ATED
BASE FOR PERCENTAGES - ACTUAL	419	196	43
	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	438	202	49
	100.0	100.0	100.0
HAVE A POSITIVE ATTITUDE TOWARD LEARNING			
AVERAGE	4.16	4.48	4.30
STANDARD DEVIATION	1.44	1.39	1.58
STANDARD ERROR	.007	.010	.024
HAVE SPECIFIC JOB OR CAREER GOALS			
AVERAGE	4.00	4.14	4.02
STANDARD DEVIATION	1.71	1.66	1.82
STANDARD ERROR	.008	.012	.028
HAVE ADEQUATE KNOWLEDGE IN PARTICULAR SUBJECTS			
AVERAGE	4.39	4.64	4.47
STANDARD DEVIATION	1.43	1.48	1.28
STANDARD ERROR	.007	.011	.019
HAVE PROBLEM SOLVING SKILLS, THAT IS, THE ABILITY TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS			
AVERAGE	4.30	4.42	4.67
STANDARD DEVIATION	1.41	1.36	1.23
STANDARD ERROR	.007	.010	.018

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.5.6-A
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FF-	TOTAL	UNDER	20-29	30-49	YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
BASIC READING AND WRITING SKILLS																
IMPROVED	138 13.8	68 15.7	70 13.8	50 16.7	3 6.0	47 19.2	44 11.6	44 13.4	34 10.1	103 15.7	57 10.0	38 21.7	19 16.5	43 12.9	13 25.3	125 13.1
REMAINED THE SAME	252 25.2	129 26.2	122 24.1	64 21.4	16 29.2	48 19.5	96 25.6	92 28.2	83 24.4	168 25.5	93 24.9	37 20.9	26 22.4	95 28.7	12 23.7	239 25.2
DETERIORATED	537 53.7	257 52.2	281 55.2	157 52.3	32 56.9	125 51.2	212 56.8	163 51.6	188 55.0	350 53.1	209 55.6	96 54.5	67 57.8	166 49.9	22 43.6	515 54.3
NOT STATED	74 7.3	38 7.8	35 6.9	29 9.6	4 7.8	25 10.0	22 6.0	22 6.9	36 10.5	38 5.7	36 9.6	5 3.0	4 3.3	29 8.6	4 7.5	70 7.3
BASIC MATH SKILLS																
IMPROVED	253 25.3	125 25.3	129 25.3	98 32.7	16 28.6	82 33.7	84 22.4	71 21.9	73 21.3	181 27.4	79 21.2	55 31.4	31 27.2	87 26.1	18 34.8	235 24.5
REMAINED THE SAME	309 30.9	150 30.4	160 31.4	72 24.0	18 32.0	54 22.2	134 35.8	104 31.8	107 31.3	203 30.7	121 32.4	48 27.1	48 42.0	92 27.5	21 41.7	288 30.4
DETERIORATED	349 34.9	172 35.0	176 34.7	96 31.9	20 36.5	76 30.9	129 34.6	124 37.9	117 34.4	231 35.1	128 34.0	64 36.2	31 26.9	126 37.9	10 20.1	338 35.7
NOT STATED	89 8.9	45 9.2	43 8.6	34 11.3	2 2.9	32 13.3	27 7.3	28 8.5	45 13.0	44 6.7	47 12.4	9 5.3	5 4.0	28 8.5	2 3.4	87 9.2

(CONTINUED)

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.S.6-A
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:		
	TOTAL	FE-	TOTAL	UNDER	20	20-29	30-49	VRS & OLDER	50	OVER 500 M	100 M	50 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER
	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE	MALE		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949	
OVERALL QUALITY	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
IMPROVED A GREAT DEAL OVER THE LAST 10 YEARS	95	51	44	37	11	26	29	29	21	74	24	20	11	40	13	82	
	9.5	10.4	8.6	12.2	18.8	10.7	7.8	8.9	6.1	11.3	6.4	11.4	9.6	11.9	25.3	8.6	
IMPROVED A LITTLE OVER THE LAST 10 YEARS	212	103	109	73	16	59	68	71	77	135	83	36	21	73	10	202	
	21.2	20.9	21.5	24.4	28.0	23.5	18.3	21.7	22.5	20.5	22.2	20.2	18.0	21.8	19.6	21.3	
REMAINED THE SAME	155	78	77	41	11	30	66	48	47	108	53	24	25	53	11	144	
	15.5	15.8	15.2	13.6	20.0	12.1	17.5	14.8	13.7	16.4	14.1	13.3	22.1	15.8	20.9	15.2	
DETERIORATED A LITTLE OVER THE LAST 10 YEARS	323	151	171	88	6	81	131	104	105	218	121	63	40	99	10	313	
	32.3	30.7	33.7	29.2	11.5	33.3	34.9	32.0	30.7	33.0	32.2	35.4	34.6	29.8	18.6	33.0	
DETERIORATED A LOT OVER THE LAST 10 YEARS	140	74	66	35	11	24	54	50	53	87	55	28	15	41	7	132	
	13.9	15.0	12.9	11.8	20.5	9.8	14.6	15.2	15.4	13.2	14.7	15.9	13.3	12.3	13.9	14.0	
DON'T KNOW/NOT STATED	76	35	41	27	1	26	26	24	39	37	39	7	3	28	1	75	
	7.6	7.2	8.1	8.8	1.2	10.6	6.9	7.4	11.5	5.6	10.5	3.7	2.5	8.3	1.8	8.0	

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - 0.5,6-A
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:				REGION:				COMMUNITY SIZE:				LANGUAGE:			
			TOTAL															
	FE-		UNDER		UNDER		YRS & TOR-		OVER		100 - 30 -		UNDER FR-					
	MALE	FEMALE	30	20	20-29	30-49	OLDER	ONTO	500 M	500 M	100 M	100 M	30 M	ENCH	OTHER			
BASE FOR PERCENTAGES - ACTUAL	41.2	218	201	414	256	158	3	0	134	285	145	88	56	130	16	403		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
BASE FOR PERCENTAGES - WEIGHTED	438	232	206	433	257	177	2	0	143	294	154	91	58	135	16	422		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
BASIC READING AND WRITING SKILLS																		
IMPROVED	63	31	33	63	46	17	0	0	21	42	21	12	9	21	2	61		
	14.5	13.3	15.9	14.6	16.1	9.7	-	-	14.7	14.4	13.7	13.7	16.3	15.2	12.6	14.6		
REMAINED THE SAME	99	66	33	98	58	40	1	0	31	68	34	19	12	34	1	98		
	22.7	28.6	16.0	22.7	22.7	22.6	42.9	-	21.9	23.0	22.3	20.9	20.8	25.1	6.3	23.3		
DETERIORATED	257	125	132	254	144	110	1	0	83	174	91	57	35	73	11	244		
	58.7	53.9	64.2	58.5	55.9	62.3	57.1	-	58.1	59.1	59.1	63.2	61.1	54.3	31.1	57.9		
NOT STATED	18	10	8	18	9	9	0	0	8	10	8	2	1	7	0	18		
	4.1	4.3	3.9	4.1	3.3	5.4	-	-	5.3	3.5	4.9	2.2	1.7	5.5	-	4.3		
BASIC MATH SKILLS																		
IMPROVED	167	103	64	166	107	59	1	0	48	119	51	35	24	57	10	157		
	38.2	44.3	31.3	38.3	41.6	33.6	42.9	-	33.7	40.3	33.2	38.6	41.0	42.3	62.2	37.3		
REMAINED THE SAME	131	64	67	129	77	52	1	0	46	85	51	21	13	46	5	126		
	29.9	27.6	32.5	29.7	29.9	29.4	57.1	-	32.0	28.9	33.0	23.4	23.1	33.7	31.5	27.9		
DETERIORATED	123	54	69	122	66	57	0	0	45	78	48	33	18	25	1	122		
	28.2	23.3	33.7	28.3	25.5	32.3	-	-	31.6	26.6	31.3	35.6	30.7	18.5	6.3	25.0		
NOT STATED	16	11	5	16	8	8	0	0	4	12	4	2	3	7	0	16		
	3.7	4.8	2.4	3.7	3.0	4.8	-	-	2.7	4.2	2.5	2.2	5.2	5.5	-	3.8		

(CONTINUED)

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.5,6-A
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:				REGION:				COMMUNITY SIZE:				LANGUAGE:			
					TOTAL				TOR-		OVER		100 - 30 -		FR-			
	TOTAL	FE- MALE	UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	ONTO	OTHER	500 M	100 M	30 M	ENCH	OTHER				
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 -	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0			
OVERALL QUALITY																		
IMPROVED A GREAT DEAL OVER THE LAST 10 YEARS	44 10.2	25 9.5	44 10.3	32 12.3	13 7.3	0 -	0 -	7 5.2	37 12.6	7 4.3	12 13.5	7 12.6	18 13.0	2 12.6	42 10.1			
IMPROVED A LITTLE OVER THE LAST 10 YEARS	157 35.9	81 35.1	156 35.9	101 39.3	55 31.0	2 70.4	0 -	51 35.3	107 36.2	56 36.1	26 28.7	27 46.9	49 35.9	6 37.0	151 35.4			
REMAINED THE SAME	49 11.1	29 12.4	48 11.1	29 11.1	19 11.0	1 29.6	0 -	19 13.5	29 9.9	21 13.9	10 11.0	5 8.1	13 9.3	0 -	49 11.5			
DETERIORATED A LITTLE OVER THE LAST 10 YEARS	131 30.0	66 28.5	130 30.1	63 24.7	67 37.9	0 -	0 -	43 29.7	89 30.1	46 29.6	29 31.9	15 25.4	42 31.2	6 37.8	125 29.7			
DETERIORATED A LOT OVER THE LAST 10 YEARS	44 10.0	20 8.7	43 9.9	28 11.1	14 8.1	0 -	0 -	18 12.7	26 8.7	19 12.4	14 14.9	2 3.5	9 6.7	2 12.6	42 9.9			
DON'T KNOW/NOT STATED	12 2.8	10 4.5	12 2.9	4 1.6	8 4.8	0 -	0 -	5 3.5	7 2.5	5 3.3	0 -	2 3.5	5 4.0	0 -	12 3.0			

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - 3.5,6-A
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:									
PRO/ EX/MG	PUE. OR LESS	MIN. SOME	MIN. SOME	HAVE NO CHILD	TOTAL HAVE CHILD	FIN- ISHED	IN SCL.	TOTAL IN PUR.	IN SS PUB.	IN SS OTHER PUB.	IN SS 12-13 SEC.	TOTAL POST UNIV.	IN ONT. CAAT

BASE FOR PERCENTAGES - ACTUAL	1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

BASIC READING AND WRITING SKILLS

IMPROVED	138	10	128	51	62	16	19	89	9	11	21	10	16	14	8	6
	13.8	9.0	14.4	19.6	14.2	7.0	15.7	13.4	19.3	14.2	10.5	10.0	11.0	20.4	17.4	21.7
REMAINED THE SAME	252	20	231	86	105	51	29	182	13	24	50	31	30	19	18	4
	25.2	18.4	26.0	33.1	24.2	22.6	23.9	27.4	26.6	30.3	25.1	32.0	20.3	28.1	36.5	16.5
DETERIORATED	537	72	463	97	239	149	62	351	25	41	113	50	90	34	21	15
	53.7	67.4	52.0	37.4	55.0	66.4	51.3	52.9	51.1	51.4	56.6	51.2	61.2	49.1	44.2	59.1
NOT STATED	74	6	68	26	29	9	11	42	1	3	16	7	11	2	1	1
	7.4	5.2	7.6	9.9	6.6	4.0	9.1	6.3	3.1	4.0	7.8	6.2	7.5	2.4	1.9	2.7

BASIC MATH SKILLS

IMPROVED	233	26	227	65	111	45	28	152	11	17	44	25	34	20	13	9
	23.3	24.6	25.5	25.1	25.6	20.2	23.3	22.9	23.6	21.3	22.2	26.3	23.1	29.3	27.4	34.4
REMAINED THE SAME	309	30	279	90	136	71	35	219	14	22	64	33	46	24	22	4
	30.9	28.2	31.2	34.7	31.2	31.8	28.7	33.0	28.0	27.4	32.3	34.2	30.9	34.2	45.5	16.0
DETERIORATED	349	45	301	79	155	87	45	238	19	36	69	28	55	22	12	11
	34.9	41.9	33.8	30.7	35.8	38.8	37.1	35.8	39.0	45.5	34.8	28.6	37.0	31.3	24.6	40.3
NOT STATED	89	6	83	24	32	21	13	54	5	5	21	10	13	4	1	2
	8.9	5.3	9.4	9.4	7.4	9.2	10.9	8.2	9.4	5.8	10.7	10.8	9.0	5.1	2.6	8.9

(CONTINUED)

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.5,6-A
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

			OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:															
							PUB. OR LESS				MIN. SOME P.S.				TOTAL CHILD FIN-ISHED SCL.				TOTAL IN SS IN PUB. 12-13 PUB. OTHER POST SEC. UNIV. IN IN IN			
			PRO/ EX/MG TOTAL	R/OWN OTHER	PUB. OR LESS	MIN. SOME P.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL HAVE CHILD	CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN SS OTHER PUB.	IN SS OTHER PUB.	POST SEC.	UNIV.	IN ONT.	IN ONT.	IN ONT.			
BASE FOR PERCENTAGES - WEIGHTED			1000 100.0	107 100.0	890 100.0	259 100.0	435 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	69 100.0	44 100.0	28 100.0	100.0			
OVERALL QUALITY																						
IMPROVED A GREAT DEAL OVER THE LAST 10 YEARS			95 9.5	9 8.4	86 9.7	25 9.9	47 10.9	12 5.1	10 8.5	63 9.4	8 16.6	8 10.6	20 9.5	11 11.6	12 8.0	9 13.7	7 14.3	2 9.3	9.3			
IMPROVED A LITTLE OVER THE LAST 10 YEARS			212 21.2	25 23.3	187 21.1	53 20.5	87 19.9	49 21.7	23 23.1	157 20.6	8 15.7	14 18.3	33 16.7	21 21.3	22 15.0	11 16.1	7 13.9	6 24.7	24.7			
REMAINED THE SAME			155 15.5	12 11.6	142 16.0	48 18.5	70 16.1	28 12.4	14 11.4	107 16.1	6 12.4	11 13.7	34 17.2	18 18.8	29 20.0	17 24.0	13 27.8	4 14.1	14.1			
DETERIORATED A LITTLE OVER THE LAST 10 YEARS			323 32.3	36 33.4	284 31.9	80 30.9	146 33.7	78 34.8	43 35.5	218 32.8	18 37.7	24 29.9	74 37.2	36 36.8	55 37.6	22 32.2	16 52.0	10 37.0	37.0			
DETERIORATED A LOT OVER THE LAST 10 YEARS			140 13.9	21 19.6	119 13.3	27 10.4	56 12.9	45 19.9	13 11.1	94 14.2	5 11.1	16 20.4	24 11.8	6 6.5	18 12.4	8 11.6	5 10.2	3 11.9	11.9			
DON'T KNOW/NOT STATED			76 7.6	4 3.7	72 8.1	26 9.9	28 6.4	14 6.2	13 10.4	46 6.9	3 6.6	6 7.2	15 7.3	5 5.0	10 7.0	2 2.4	1 1.9	1 2.7	2.7			

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PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.5,6-A
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:							
	UPPER			MID-			LOWER		G.S. IN 14		G.S. OTHER NOT IN CD		S.S. OTHER NOT IN CD	
	TOTAL	UPPER	DLE	TOTAL	MID-	DLE	TOTAL	DLE	TOTAL	ONT.	PROV.	IN CD	TOTAL	PROV.
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASIC READING AND WRITING SKILLS														
IMPROVED	138	15	26	36	28	32	71	10	31	59	5	13		
	13.8	6.9	11.7	16.5	16.9	18.7	12.5	12.5	18.4	11.8	8.8	12.1		
REMAINED THE SAME	252	54	53	53	36	55	145	21	44	118	14	26		
	25.2	25.4	22.7	24.3	21.9	32.6	25.4	25.8	26.0	23.7	22.2	24.4		
DETERIORATED	537	128	144	117	80	68	330	47	65	299	40	52		
	53.7	60.3	61.3	53.8	48.3	40.3	57.7	56.1	38.1	60.2	65.7	49.6		
NOT STATED	74	16	10	12	21	14	25	5	30	21	2	15		
	7.3	7.4	4.4	5.4	12.9	8.5	4.4	5.7	17.5	4.2	3.3	15.9		

BASIC MATH SKILLS

IMPROVED	253	53	56	59	40	45	140	15	39	125	9	25		
	25.3	25.0	23.9	27.1	23.3	26.9	24.6	17.6	23.1	25.1	14.8	24.2		
REMAINED THE SAME	309	59	78	63	48	62	175	36	61	145	26	36		
	30.9	27.8	33.5	29.0	28.6	36.5	30.6	43.6	35.6	29.2	42.0	34.6		
DETERIORATED	349	78	88	84	52	48	220	28	37	195	23	26		
	34.9	36.5	37.5	38.6	31.1	28.3	38.4	33.6	21.6	39.2	37.6	24.8		
NOT STATED	89	23	13	12	27	14	37	4	33	32	3	17		
	8.9	10.7	5.5	5.3	16.4	8.4	6.4	5.2	19.7	6.5	5.6	16.5		

(CONTINUED)

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.5,6-A
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	UPPER			MID-LOWER			G.S. IN ONT.		G.S. IN CD		S.S. IN ONT.		S.S. IN CD		S.S. IN ONT.	
	TOTAL	UPPER	DLE	MID-LOWER	DLE	LOWER	ONT.	PROV.	ONT.	PROV.	ONT.	PROV.	ONT.	PROV.	ONT.	PROV.
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
OVERALL QUALITY																
IMPROVED A GREAT DEAL OVER THE LAST 10 YEARS	95	21	18	19	17	20	54	8	12	47	5	7				
	9.5	9.7	7.3	8.6	10.4	11.8	9.5	9.8	7.3	9.5	9.1	7.1				
IMPROVED A LITTLE OVER THE LAST 10 YEARS	212	43	46	49	24	50	119	20	35	102	13	21				
	21.2	20.1	19.7	22.5	14.7	29.5	20.8	24.3	20.4	20.6	21.7	20.3				
REMAINED THE SAME	155	31	45	30	24	24	90	17	25	73	12	12				
	15.5	14.6	19.1	13.9	14.5	14.4	15.8	21.0	14.7	14.8	20.4	11.5				
DETERIORATED A LITTLE OVER THE LAST 10 YEARS	323	70	82	73	53	44	195	17	52	176	14	34				
	32.3	33.1	34.8	33.7	32.2	25.8	34.0	20.4	30.8	35.4	23.0	32.2				
DETERIORATED A LOT OVER THE LAST 10 YEARS	140	29	32	37	24	18	87	14	15	76	12	15				
	13.9	13.6	13.8	16.8	14.4	10.5	15.2	17.3	8.8	15.2	19.1	14.7				
DON'T KNOW/NOT STATED	76	19	11	10	23	13	27	6	31	23	4	15				
	7.6	8.9	4.8	4.5	13.8	7.9	4.7	7.1	18.1	4.6	6.8	14.2				

PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - 3.5.6-A
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:			
TOTAL GRADE 12/13	TOTAL GRADE 12	GRADE 13	TOTAL UNIV.	TOTAL UNIV.	OTHER UNIV.	TOTAL CAAT.	OTHER CAAT.	OTHER GRADE 12/13	UNIV. CAAT.	OTHER CAAT.	OTHER SFC.	OTHER POST	OTHER WORK FORCE
419	240	151	89	129	35	94	50	28	89	166	73	9	62
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
438	242	153	89	144	40	105	51	28	90	180	75	10	63
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASIC READING AND WRITING SKILLS													
IMPROVED													
63	45	34	11	11	3	7	8	2	6	20	14	0	14
14.5	18.7	22.4	12.3	7.4	6.4	7.5	14.9	7.2	24.0	21.9	7.5	16.3	21.5
59	59	33	26	29	12	17	11	5	6	20	43	14	14
22.7	24.5	21.7	29.4	20.0	50.2	16.1	21.6	18.1	25.9	22.5	23.9	18.7	29.8
257	130	81	49	96	19	78	30	19	12	48	113	44	7
58.7	53.7	52.9	55.2	66.8	47.2	74.2	59.6	67.5	50.1	53.7	62.9	58.3	76.2
19	8	5	3	8	6	2	2	2	0	2	10	5	1
4.1	3.1	3.1	3.1	5.9	16.1	2.0	3.9	7.2	-	1.9	5.7	6.7	1.6
BASIC MATH SKILLS													
IMPROVED													
167	104	66	38	48	12	36	15	5	11	44	62	18	3
38.2	43.0	43.4	42.4	53.0	29.3	34.4	29.7	16.7	45.4	48.8	34.6	24.0	53.5
131	73	46	27	35	11	27	20	13	7	27	49	28	4
29.9	29.9	29.8	50.2	26.5	27.7	26.0	39.6	47.2	30.5	50.0	27.5	37.8	36.7
123	59	35	23	50	11	39	15	9	6	18	59	26	3
28.2	24.3	23.1	26.3	34.6	26.9	37.6	28.7	32.5	24.1	20.4	32.6	34.1	29.8
16	7	6	1	8	6	2	1	1	1	1	9	3	0
3.7	2.8	3.8	1.1	5.9	16.1	2.0	2.0	3.6	-	3.3	5.3	4.0	3.2

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PERCEIVED PERFORMANCE OF SECONDARY SCHOOL GRADUATES IN FIRST LANGUAGE AND MATH SKILLS & OVERALL EVALUATION OF QUALITY - Q.5.6-A
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:											
TOTAL		GRADE		TOTAL		OTHER		FIRST		OTHER		UNIV.		CAAT.		UNIV.		CAAT.		OTHER	
12/13		12		13		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
438	242	153	89	144	40	105	51	28	23	75	10	63									
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
OVERALL QUALITY																					
IMPROVED A GREAT DEAL OVER THE LAST 10 YEARS																					
44	34	21	14	8	2	6	2	0	2	17	2	7							1	7	
10.2	14.2	13.5	15.4	5.6	5.7	5.6	3.9	-	8.6	18.3	3.0	11.3							9.9	11.3	
IMPROVED A LITTLE OVER THE LAST 10 YEARS																					
157	98	60	38	38	11	27	21	8	13	35	29	4	24						4	24	
35.9	40.5	39.2	42.8	26.4	28.7	25.6	40.9	27.5	56.3	38.6	31.3	39.8	37.4						39.8	37.4	
REMAINED THE SAME																					
49	26	18	8	17	3	14	6	2	4	9	6	3	10						3	10	
11.1	10.5	11.4	9.0	11.8	7.6	13.4	11.8	7.2	17.3	10.0	9.5	8.0	15.1						30.4	15.1	
DETERIORATED A LITTLE OVER THE LAST 10 YEARS																					
131	55	36	19	59	13	47	17	14	3	24	66	23	13						1	13	
30.0	22.6	23.5	21.0	41.1	31.9	44.7	33.6	50.8	13.0	26.6	36.8	31.3	20.3						9.9	20.3	
DETERIORATED A LOT OVER THE LAST 10 YEARS																					
44	25	16	10	13	4	9	5	4	1	5	14	14	9						1	9	
10.0	10.5	10.4	10.7	9.2	10.1	8.8	9.8	14.5	4.3	5.4	7.9	18.1	14.3						9.9	14.3	
DON'T KNOW/NOT STATED																					
12	4	3	1	8	6	2	0	0	0	1	9	1	1						0	1	
2.8	1.7	2.0	1.1	5.9	16.1	2.0	-	-	-	1.1	5.3	1.3	1.6						-	1.6	

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VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION WAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-B.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE-MALE	UNDER 30	UNDER 20	20-29	30-49	50+ YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
VOLUNTEERED REASONS FOR SAYING THAT IMPROVED:																
IMPROVED ORAL EXPRESSION	13 1.3	6 1.2	7 1.3	9 3.0	3 5.4	6 2.5	2 .4	2 .6	3 1.0	9 1.4	4 1.2	3 1.6	0 -	5 1.6	1 2.1	12 1.2
IMPROVED CRITICAL ANALYSIS/ THINKING, ETC.	16 1.6	11 2.3	5 .9	4 1.2	2 3.6	2 .6	4 1.1	8 2.6	1 .2	15 2.3	2 .5	0 .2	3 2.9	10 3.1	1 2.1	15 1.6
IMPROVED WORKING HABITS	1 .1	0 -	1 .2	1 .2	1 1.1	0 -	1 .1	0 -	0 -	1 .2	0 -	1 .7	0 -	0 -	0 -	1 .1
MORE KNOWLEDGEABLE IN PATH AND SCIENCE	16 1.6	8 1.6	8 1.5	10 3.4	1 1.0	10 3.9	3 .7	3 .9	3 1.0	12 1.9	3 .9	5 2.7	0 -	8 2.3	1 1.8	15 1.6
BETTER PREPARED	31 3.1	16 3.3	15 3.0	5 1.7	0 -	5 2.1	12 3.3	14 4.4	10 3.0	21 3.2	12 3.3	4 2.2	2 1.4	14 4.1	0 -	31 3.3
MORE MATURE/SOPHISTICATED	2 .2	0 -	2 .4	0 .1	0 -	0 .1	1 .3	1 .2	0 -	2 .3	0 -	0 -	0 -	2 .6	0 -	2 .2
MORE SELF-CONFIDENT	1 .1	0 -	1 .3	0 -	0 -	0 -	1 .2	0 .1	0 -	1 .2	0 -	0 -	0 -	1 .4	0 -	1 .1
BETTER MOTIVATED, DIRECTED	24 2.4	9 1.8	16 3.1	10 3.4	2 2.9	9 3.5	6 1.5	9 2.7	13 3.9	11 1.7	15 4.0	2 1.0	1 .5	7 2.1	3 6.1	21 2.2
MORE SOCIALLY AWARE	5 .5	2 .5	3 .5	0 -	0 -	0 -	2 .4	3 1.0	1 .2	4 .6	1 .2	2 1.3	0 -	2 .6	1 2.2	4 .4

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - G.A.-R.
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	UNDER 30	UNDER 20	20-29	30-49	50 YRS & TOR- OLDER	OTHER	OVER 500 M	100 M	100 M	100 M	30 M	UNDER FR- 30 M	ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
BETTER TEACHER, FACILITIES	117 11.7	67 13.6	50 9.8	44 14.5	11 19.3	33 13.4	32 8.5	41 12.7	47 13.7	70 10.6	52 13.7	13 7.6	11 9.5	41 12.3	9 17.6	108 11.4
AVERAGE STUDENT IMPROVED BECAUSE STUDENTS MUST STAY IN SCHOOL LONGER	5 .5	1 .1	4 .8	1 .2	0 -	1 .2	4 1.0	1 .2	1 .2	4 .6	1 .2	2 .9	1 .5	2 .6	0 .9	4 .5
IMPROVED MEDIA COMMUNICATION/ TELEVISION PROVIDES STUDENT WITH WIDE RANGE OF INFORMATION	7 .7	4 .6	3 .6	1 .4	0 -	1 .5	3 .9	2 .6	1 .2	6 .9	1 .2	2 1.2	4 3.4	0 -	0 -	7 .7
MORE COURSES AND ACTIVITIES OFFERED, GREATER VARIETY, FREEDOM OF CHOICE - STUDENT MAY CHOOSE WHAT HE/SHE WANTS TO STUDY ACCORDING TO INTEREST	90 9.0	41 8.4	49 9.7	35 11.5	6 9.8	29 11.9	36 9.5	20 6.2	31 9.0	60 9.1	33 8.7	12 6.5	8 7.3	38 11.3	6 11.4	85 8.9
MISCELLANEOUS	105 10.5	50 10.2	55 10.7	36 12.1	10 17.8	27 10.8	29 7.7	40 12.1	33 9.7	72 10.9	34 9.2	25 14.4	12 10.4	33 9.9	10 20.0	95 10.0
NOT STATED	10 1.0	5 1.0	6 1.1	6 2.1	3 4.7	4 1.5	2 .6	2 .5	5 1.5	5 .8	6 1.6	2 1.0	1 .5	2 .6	0 -	10 1.1

0006

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - U.S. - B.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	FE-MALE	TOTAL	UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR-ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1604 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
VOLUNTEERED REASONS FOR SAYING 'I HAS REMAINED THE SAME'																
STUDENTS MORE MATURE/ SOPHISTICATED	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
LACK BASIC MATH/FIRST LANGUAGE SKILLS	6 .6	2 .4	4 .9	5 1.6	0 -	5 1.9	0 -	2 .5	5 1.4	2 .2	5 1.3	0 -	1 .5	1 .3	0 -	6 .7
MORE STUDENTS REMAIN IN SYSTEM LONGER	0 .	0 .1	0 -	0 -	0 -	0 -	0 -	0 .1	0 -	0 .4	0 -	0 -	0 -	0 .1	0 -	0 .4
LACK FIRST LANGUAGE SKILLS (WRITTEN)	3 .2	0 -	3 .5	3 .8	1 1.7	2 .6	0 -	0 -	2 .5	1 .1	2 .4	1 .5	0 -	0 -	0 -	3 .3
LACK DEPTH OF KNOWLEDGE IN SOME AREAS	2 .2	2 .4	0 .1	1 .3	1 1.8	0 -	1 .3	0 .1	1 .3	1 .2	1 .3	0 -	0 -	1 .4	0 -	2 .3
GOOD STUDENTS ALWAYS ACQUIRE GOOD EDUCATION	4 .4	0 -	4 .9	0 -	0 -	0 -	1 .4	3 .9	1 .4	3 .5	1 .4	0 -	1 .5	2 .7	0 -	4 .5
NO NOTWORTHY CHANGES	55 5.5	22 4.4	33 6.6	16 5.4	2 3.3	14 5.9	26 7.0	13 3.9	16 4.7	39 5.9	17 4.5	7 3.7	9 7.6	23 6.8	4 7.1	51 5.4
MISCELLANEOUS	61 6.1	37 7.4	24 4.8	18 5.9	7 13.3	10 4.2	21 5.6	22 6.9	14 4.0	47 7.2	17 4.5	13 7.3	8 6.7	24 7.1	5 10.7	56 5.9
NOT STATED	35 3.5	19 3.8	16 3.1	4 1.4	1 1.6	3 1.4	20 5.4	10 3.1	17 5.0	18 2.7	19 5.1	4 2.3	8 7.2	3 .9	2 3.1	33 3.5

(* = PERCENT LESS THAN .05)
 0007

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - G.6-3.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:							COMMUNITY SIZE:					LANGUAGE:			
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER					
TOTAL	MALE	UNDER 30	20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER						
BASE FOR PERCENTAGES - ACTUAL	1004	442	562	259	45	214	377	357	289	715	317	172	124	391	49	955				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED	1000	492	508	301	56	245	374	326	341	659	375	177	115	333	51	949				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
VOLUNTEERED REASONS FOR SAYING 'HAS DETERIORATED'																				
DEFICIENT IN BASICS (UNSPECIFIED)	45	25	26	7	0	7	21	16	10	35	14	5	6	20	1	44				
	4.5	5.1	3.9	2.4	-	3.0	5.7	5.0	2.8	5.4	3.8	2.8	5.3	5.9	2.3	4.6				
LACK FIRST LANGUAGE SKILLS	99	43	56	32	6	26	33	35	30	69	36	23	15	25	6	94				
	9.9	8.8	11.0	10.6	11.0	10.5	8.7	10.7	8.9	10.5	9.7	13.0	13.4	7.4	11.5	9.9				
LACK MATHEMATICS SKILLS	66	33	33	23	2	22	19	24	22	44	25	15	7	19	3	63				
	6.6	6.6	6.6	7.8	2.8	8.9	5.0	7.3	6.3	6.7	6.6	8.2	6.2	5.8	5.5	6.6				
LACK SECOND LANGUAGE SKILLS	2	0	2	2	2	0	0	0	0	2	0	0	2	0	0	2				
	.2	-	.4	.7	3.0	.2	-	-	-	.3	-	-	1.8	-	-	.2				
LACK CRITICAL, CREATIVE, INDEPENDENT THINKING, PROBLEM SOLVING SKILLS	16	9	9	4	2	2	7	6	6	11	7	2	3	6	0	18				
	1.6	1.7	1.8	1.4	4.0	.9	2.0	1.8	1.8	1.7	1.9	1.1	2.6	1.7	-	1.9				
LACK RESEARCH/LIBRARY SKILLS	2	0	2	0	0	0	2	0	0	2	0	0	0	2	0	2				
	.2	-	.4	-	-	-	.5	.1	-	.3	-	-	-	.6	-	.2				
TOO MUCH GENERAL KNOWLEDGE, NOT ENOUGH IN DEPTH	20	10	10	7	4	2	9	4	10	10	10	2	2	6	0	20				
	2.0	2.0	2.0	2.2	7.8	.9	2.4	1.3	3.0	1.5	2.7	1.1	2.1	1.7	-	2.1				
PERSONAL SKILLS																				
LACK MOTIVATION	34	15	19	11	0	11	17	6	14	20	14	5	2	13	1	33				
	3.4	3.0	3.7	3.6	-	4.5	4.4	2.0	4.1	3.0	3.7	2.9	1.3	3.9	1.4	3.5				
LACK SELF-DISCIPLINE	52	27	25	12	0	12	20	20	22	30	24	5	7	15	4	48				
	5.2	5.4	5.0	3.9	-	4.8	5.3	6.2	6.4	4.5	6.5	2.9	6.4	4.4	7.6	5.0				

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - G.6-R.
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL	FE- MALE	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	100 M	500 M	100 M	UNDER FR- ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	353 100.0	51 100.0	949 100.0
SYSTEM																
CREDIT SYSTEM--FARISH COUPSES	1	0	1	1	1	0	0	0	0	1	0	0	0	1	0	1
			.1	.2	.9	-	-	-	-	.1	-	-	-	.2	-	.1
CREDIT SYSTEM UNDERMINES DEVELOPMENT OF FUNDAMENTALS	43 4.3	26 5.3	17 3.3	11 3.8	1 .9	11 4.5	11 2.9	21 6.4	9 2.5	34 5.2	15 3.9	9 5.3	6 5.0	13 3.9	0	43 4.5
INADEQUATE SUPERVISION/ IMPLEMENTATION OF CURRICULUM/ COURSES	32 3.2	14 2.8	19 3.7	11 3.7	4 6.9	7 2.9	15 4.0	6 1.9	12 3.5	21 3.1	12 3.1	4 2.2	4 3.3	13 3.9	1	31 3.3
CREDIT SYSTEM--STUDENTS OPT FOR EASIER/FUN COURSES	78 7.8	34 6.9	44 8.7	27 8.9	7 12.3	20 8.1	28 7.6	23 7.2	27 7.9	51 7.8	31 8.4	20 11.5	7 6.5	19 5.7	2	78 8.0
LOWER (SCHOLASTIC) STANDARDS	11 1.1	6 1.3	5 .9	2 .5	0 -	2 .6	6 1.5	4 1.1	5 1.5	6 .9	5 1.4	2 1.4	1 1.2	2 .6	2	9 .9
POOR TEACHING QUALITY	110 11.0	58 11.7	52 10.3	30 10.1	3 5.6	27 11.1	39 10.4	41 12.5	41 12.1	69 10.5	46 12.3	24 13.8	12 10.0	28 8.5	0	110 11.6
LACK OF COMMON/CANADIAN STANDARDS	7 .7	4 .8	3 .5	0 -	0 -	0 -	4 1.0	3 .9	3 1.0	3 .5	3 .9	2 1.4	0 -	1 .2	1	6 .6
STUDENTS DON'T WORK HARD ENOUGH	43 4.3	14 2.8	29 5.7	10 3.4	0 -	10 4.2	24 6.3	9 2.5	14 4.0	29 4.4	14 3.6	11 6.1	5 4.2	13 4.0	3	39 4.1
LARGE NUMBERS OF STUDENTS STUDYING IN SCHOOLS	1 .1	0 .1	1 .2	0 -	0 -	0 -	0 .1	1 .3	0 -	1 .2	0 -	0 -	0 -	1 .4	0	1 .1

(* = PERCENT LESS THAN .05)
0008

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 4-6-B.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL MALE	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 30 M	FR- ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	442 100.0	562 100.0	259 100.0	45 100.0	214 100.0	377 100.0	357 100.0	289 100.0	715 100.0	317 100.0	172 100.0	124 100.0	391 100.0	49 100.0	955 100.0
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	492 100.0	508 100.0	301 100.0	56 100.0	245 100.0	374 100.0	326 100.0	341 100.0	659 100.0	375 100.0	177 100.0	115 100.0	333 100.0	51 100.0	949 100.0
VOLUNTEERED REASONS FOR SAYING 'HAS DETERIORATED'																
SOCIETY																
DECLINE OF WORK ETHIC	3 .3	2 .4	1 .1	0 -	0 -	0 -	2 .4	1 .4	2 .6	1 .1	2 .6	1 .4	0 -	0 -	0 -	3 .3
DECLINE OF STUDENT EXPECTATIONS	1 .1	0 -	1 .2	0 -	0 -	0 -	1 .3	0 -	1 .3	0 -	1 .3	0 -	0 -	0 -	0 -	1 .1
JOB EMPHASIS OF FAMILY/SOCIETY	1 .1	1 .2	0 -	0 -	0 -	0 -	1 .3	1 .3	0 -	1 .2	0 -	0 -	0 -	1 .3	0 -	1 .1
ANTI-INTELLECTUALISM	1 .1	1 .2	0 -	1 .4	0 -	1 .4	0 -	0 -	1 .3	0 -	1 .3	0 -	0 -	0 -	0 -	1 .1
GRADE INFLATION	2 .2	1 .2	1 .1	2 .5	0 -	2 .6	0 -	0 -	1 .3	1 .1	1 .3	0 -	0 -	1 .2	0 -	2 .2
PRAGMATIC EMPHASIS IN SOCIETY	1 .1	1 .2	0 -	0 -	0 -	0 -	1 .2	0 .1	1 .2	0 *	1 .2	0 .2	0 -	0 -	0 -	1 .1
PERMISSIVE/INDIVIDUALISTIC VALUES IN SOCIETY	43 4.3	17 3.5	26 5.1	8 2.5	0 -	8 3.1	14 3.7	22 5.7	20 5.8	23 3.5	21 5.4	7 3.8	4 3.5	11 3.4	1 2.4	42 4.4
MISCELLANEOUS	135 13.5	71 14.4	64 12.5	31 10.4	5 5.0	28 11.6	61 16.4	42 12.9	46 13.6	88 13.4	47 12.5	23 13.0	16 13.3	49 14.7	6 10.8	129 12.6
NOT STATED	5 .5	4 .8	1 .3	2 .7	0 -	2 .9	3 .8	0 -	2 .5	4 .6	2 .4	1 .5	2 1.9	1 .2	0 -	5 .6

(* = PERCENT LESS THAN .05)
 0009

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-B.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	FE-MALE	UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER 100 M	FR-ENCH	OTHER	
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
VOLUNTEERED REASONS FOR SAYING 'HAS IMPROVED'																
IMPROVED ORAL EXPRESSION	5 1.2	3 1.3	2 1.0	5 1.2	2 .8	3 1.8	0 -	0 -	3 2.2	2 .7	3 2.0	0 -	1 1.7	1 .7	0 -	5 1.2
IMPROVED CRITICAL ANALYSIS/ THINKING,ETC.	4 .9	3 1.3	1 .5	4 .9	2 .8	2 1.1	0 -	0 -	1 .7	3 1.0	2 1.3	1 1.1	0 -	1 .7	0 -	4 .9
IMPROVED WORKING HABITS	2 .4	1 .4	1 .3	2 .4	1 .2	1 .6	0 -	0 -	1 .7	1 .2	1 .6	1 .7	0 -	0 -	0 -	2 .4
MORE KNOWLEDGEABLE IN MATH AND SCIENCE	16 3.7	9 3.9	7 3.4	16 3.7	9 3.5	7 4.0	0 -	0 -	2 1.4	14 4.8	4 2.6	5 5.5	2 3.5	5 3.7	2 12.6	14 3.3
BETTER PREPARED	9 2.0	3 1.3	6 2.7	8 1.8	7 2.7	1 .6	1 27.5	0 -	1 .7	8 2.6	1 .6	2 2.2	1 1.1	5 3.7	0 -	9 2.0
MORE MATURE/SOPHISTICATED	5 1.1	1 .4	4 1.9	5 1.2	3 1.2	2 1.1	0 -	0 -	3 2.1	2 .7	3 1.9	0 -	0 -	2 1.5	0 -	5 1.2
MORE SELF-CONFIDENT	1 .2	0 -	1 .5	1 .2	1 .4	0 -	0 -	0 -	0 -	1 .3	0 -	0 -	0 -	1 .7	0 -	1 .2
BETTER MOTIVATED, DIRECTED	7 1.5	2 .8	5 2.4	7 1.5	6 2.2	1 .6	0 -	0 -	4 2.5	3 1.0	4 2.3	1 1.1	0 -	2 1.5	1 5.5	6 1.4
MORE SOCIALLY AWARE	2 .5	1 .4	1 .5	2 .5	1 .4	1 .6	0 -	0 -	0 -	2 .7	0 -	1 1.1	0 -	1 .7	0 -	3 .5

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-R.
BASE TOTAL STUDENTS - CROSS SECTION & SUR-SAMPLE
BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	FE- MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR- ONTO	OTHER	OVER 500 M	100 M	500 M	100 M	UNDER 30 M	FR- ENCH	OTHER
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0	
BETTER TEACHER, FACILITIES	92 21.0	53 22.9	92 21.2	60 23.5	31 17.8	0	0	26 18.4	65 22.2	29 19.0	13 14.6	16 27.2	34 24.8	3 18.1	89 21.1	
AVERAGE STUDENT IMPROVED BECAUSE STUDENTS MUST STAY IN SCHOOL LONGER	3 .7	0 -	3 1.5	2 .8	1 .6	0	0	2 1.4	1 .3	2 1.3	0	1 1.7	0	0	3 .7	
IMPROVED MEDIA COMMUNICATION/ TELEVISION PROVIDES STUDENT WITH WIDE RANGE OF INFORMATION	9 2.1	4 1.7	9 2.1	4 1.6	5 3.0	0	0	0	9 3.1	0	1 1.1	3 5.7	5 3.7	0	9 2.2	
MORE COURSES AND ACTIVITIES OFFERED, GREATER VARIETY, FREEDOM OF CHOICE - STUDENT MAY CHOOSE WHAT HE/SHE WANTS TO STUDY ACCORDING TO INTEREST	82 18.8	40 17.3	81 18.7	50 19.5	31 17.6	1 42.9	0	28 19.5	54 18.4	29 18.7	15 16.5	14 24.8	24 17.8	4 24.4	78 18.9	
MISCELLANEOUS	72 16.4	33 14.4	71 16.4	42 16.3	29 16.5	1 27.5	0	17 11.8	55 18.6	19 12.3	19 20.6	12 20.2	23 16.7	4 25.2	68 16.1	
NOT STATED	4 .9	3 1.2	4 .9	4 1.5	0	0	0	2 1.2	2 .7	2 1.1	0	0	2 1.5	0	4 .9	

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-8.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL	FE-MALE	TOTAL	UNDER 30	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	50 M	100 M	30 M	ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0
VOLUNTEERED REASONS FOR SAYING 'HAS REMAINED THE SAME'																
STUDENTS MORE MATURE/ SOPHISTICATED	2 .5	2 .9	0 -	2 .5	1 .4	1 .6	0 -	0 -	0 -	2 .7	1 .6	0 -	0 -	1 .7	0 -	2 .5
LACK BASIC MATH/FIRST LANGUAGE SKILLS	5 1.1	3 1.3	2 1.0	5 1.2	3 1.2	2 1.1	0 -	0 -	2 1.4	3 1.0	3 1.9	0 -	0 -	2 1.5	0 -	5 1.2
MORE STUDENTS REMAIN IN SYSTEM LONGER	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
LACK FIRST LANGUAGE SKILLS (WRITTEN)	5 1.1	3 1.3	2 1.0	5 1.2	5 1.9	0 -	0 -	0 -	0 -	5 1.7	1 .6	0 -	1 1.7	3 2.2	0 -	5 1.2
LACK DEPTH OF KNOWLEDGE IN SOME AREAS	3 .7	3 1.3	0 -	3 .7	2 .8	1 .6	0 -	2 1.4	2 1.4	1 .3	2 1.3	0 -	1 1.7	0 -	0 -	3 .7
GOOD STUDENTS ALWAYS ACQUIRE GOOD EDUCATION	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
NO NOTEWORTHY CHANGES	26 6.0	17 7.2	9 4.6	25 5.9	14 5.5	11 6.4	1 29.6	0 -	13 9.3	13 4.3	13 8.7	5 5.5	2 2.9	6 4.4	0 -	26 6.2
MISCELLANEOUS	14 3.1	9 1.9	5 2.2	14 3.1	9 3.3	5 2.8	0 -	0 -	2 1.4	12 3.9	4 2.6	5 5.5	1 1.7	4 2.6	0 -	14 3.2
NOT STATED	4 .9	0 -	4 1.9	4 .9	2 .8	2 1.1	0 -	0 -	3 2.1	1 .3	3 1.9	0 -	0 -	1 .7	0 -	4 .9

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-H.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:			AGE:		REGION:					COMMUNITY SIZE:				LANGUAGE:		
	TOTAL			TOTAL		50											
	FE- MALE			UNDER 30		YRS & TOR- OLDER											
	TOTAL	MALE	FEMALE	20	30	20-29	30-49	50	OVER 50	100 M	500 M	100 M	500 M	100 M	500 M	ENCH	OTHER
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0	
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0	
VOLUNTEERED REASONS FOR SAYING HAS DETERIORATED																	
DEFICIENT IN BASICS (UNSPECIFIED)	16 3.7	9 3.5	8 3.9	16 3.7	10 3.9	6 3.4	0	0	6 4.2	10 3.4	6 3.9	4 4.4	1 1.7	5 3.7	1 6.3	15 3.6	
LACK FIRST LANGUAGE SKILLS	42 9.6	26 11.0	17 8.1	41 9.5	18 7.1	23 13.1	0	0	10 7.0	32 10.9	12 7.8	18 19.4	7 11.5	6 4.4	2 12.6	40 9.5	
LACK MATHEMATICS SKILLS	17 4.0	14 6.0	4 1.7	17 4.0	8 2.9	10 5.6	0	0	4 2.9	13 4.5	4 2.7	8 8.7	1 2.4	4 3.0	1 6.3	16 3.9	
LACK SECOND LANGUAGE SKILLS	2 0.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0	0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	
LACK CRITICAL, CREATIVE, INDEPENDENT THINKING, PROBLEM SOLVING SKILLS	7 1.5	4 1.5	3 1.5	7 1.5	1 0.2	6 3.4	0	0	2 1.4	5 1.6	2 1.3	3 2.8	0 0.0	2 1.5	0 0.0	7 1.6	
LACK RESEARCH/LIBRARY SKILLS	2 0.5	1 0.4	1 0.5	2 0.5	0 0.0	2 1.1	0	0	0 0.0	2 0.7	0 0.0	1 1.1	0 0.0	1 0.7	0 0.0	2 0.5	
TOO MUCH GENERAL KNOWLEDGE, NOT ENOUGH IN DEPTH	8 1.7	3 1.2	5 2.3	8 1.8	6 2.3	2 1.0	0	0	1 0.7	7 2.2	1 0.6	2 2.1	1 1.7	4 2.8	1 6.3	7 1.6	
PERSONAL SKILLS																	
LACK MOTIVATION	13 3.0	5 2.2	8 4.0	12 2.8	5 1.2	9 5.2	0	0	8 5.7	5 1.7	8 5.3	0 0.0	0 0.0	5 3.7	2 12.6	11 2.6	
LACK SELF-DISCIPLINE	9 2.1	6 2.6	3 1.5	9 2.1	4 1.6	5 2.9	0	0	3 2.1	6 2.1	3 1.9	2 2.3	1 1.7	3 2.2	1 6.3	3 1.9	

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - u.6-P.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SEX, AGE, REGION, COMMUNITY SIZE, LANGUAGE

	SEX:		AGE:		REGION:					COMMUNITY SIZE:					LANGUAGE:	
	TOTAL MALE	FE-MALE	TOTAL UNDER 30	UNDER 20	20-29	30-49	50 YRS & OLDER	TOR-ONTO	OTHER	OVER 500 M	100 M	30 M	UNDER FR-ENCH OTHER			
BASE FOR PERCENTAGES - ACTUAL	419 100.0	218 100.0	201 100.0	414 100.0	256 100.0	158 100.0	3 100.0	0 100.0	134 100.0	285 100.0	145 100.0	88 100.0	56 100.0	130 100.0	16 100.0	403 100.0
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	232 100.0	206 100.0	433 100.0	257 100.0	177 100.0	2 100.0	0 100.0	143 100.0	294 100.0	154 100.0	91 100.0	58 100.0	135 100.0	16 100.0	422 100.0

VOLUNTEERED REASONS FOR SAYING
 'HAS DETERIORATED'

SOCIETY

DECLINE OF WORK ETHIC	1 .2	1 .4	0 -	1 .2	1 .4	0 -	0 -	0 -	1 .7	0 -	1 .6	0 -	0 -	0 -	0 -	1 .2
DECLINE OF STUDENT EXPECTATIONS	1 .2	1 .4	0 -	1 .2	0 -	1 .6	0 -	0 -	1 .7	0 -	1 .6	0 -	0 -	0 -	0 -	1 .2
JOB EMPHASIS OF FAMILY/SOCIETY	2 .5	1 .4	1 .5	2 .5	1 .4	1 .6	0 -	0 -	0 -	2 .7	0 -	1 1.1	0 -	1 .7	0 -	2 .5
ANTI-INTELLECTUALISM	1 .2	1 .4	0 -	1 .2	0 -	1 .6	0 -	0 -	1 .7	0 -	1 .6	0 -	0 -	0 -	0 -	1 .2
GRADE INFLATION	2 .5	2 .9	0 -	2 .5	1 .4	1 .6	0 -	0 -	1 .7	1 .3	1 .6	0 -	0 -	1 .7	0 -	2 .5
PRAGMATIC EMPHASIS IN SOCIETY	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
PERMISSIVE, INDIVIDUALISTIC VALUES IN SOCIETY	14 3.2	8 3.5	6 2.9	14 3.3	8 3.1	6 3.5	0 -	0 -	5 3.6	9 5.1	5 3.3	5 5.5	0 -	4 5.0	1 6.3	13 3.1
MISCELLANEOUS	55 12.5	25 10.7	30 14.5	55 12.6	30 11.7	25 13.9	0 -	0 -	17 12.0	38 12.7	18 11.8	14 15.4	5 8.6	18 13.0	3 18.9	52 12.3
NOT STATED	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 4.6-H.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
PRO/ EX/NG		PUR. MIN.		MIN. SOME P.S.		HAVE NO CHILD		TOTAL CHILD FIN- ISHED SCL.		TOTAL IN PUB. 12-13 PUR.		IN SS OTHER PUR.		TOTAL IN POST SEC. UNIV.		IN ONT. CAAT			
TOTAL	R/OWN	OTHER	LESS	S.S.	P.S.	CHILD	CHILD	PUB.	PUB.	PUR.	PUR.	SEC.	SEC.	UNIV.	CAAT				
1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - ACTUAL																			
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26				
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BASE FOR PERCENTAGES - WEIGHTED																			
VOLUNTEERED REASONS FOR SAYING 'HAS IMPROVED'																			
IMPROVED ORAL EXPRESSION																			
13	0	13	2	5	1	1	7	1	3	0	0	0	0	0	0				
1.3	-	1.4	.7	1.2	.3	.6	1.0	1.4	3.8	-	-	-	-	-	-				
IMPROVED CRITICAL ANALYSIS/ THINKING,ETC.																			
16	3	13	11	2	3	2	13	1	1	3	1	3	1	1	0				
1.6	2.8	1.5	4.1	.5	1.3	1.5	1.9	2.8	1.0	1.4	.7	1.9	2.1	3.0	-				
IMPROVED WORKING HABITS																			
1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0				
.1	-	.1	.2	-	-	-	.1	-	-	-	-	-	-	-	-				
MORE KNOWLEDGEABLE IN MATH AND SCIENCE																			
16	3	13	2	10	4	2	9	0	4	4	4	2	0	0	0				
1.6	2.4	1.5	.7	2.4	1.6	1.8	1.4	-	4.6	2.0	2.0	1.3	-	-	-				
BETTER PREPARED																			
31	3	23	7	13	11	4	25	1	0	9	7	7	3	3	2				
3.1	5.2	3.2	2.8	2.9	4.8	3.6	3.7	2.3	-	4.6	6.9	4.5	3.9	5.5	7.7				
MORE MATURE/SOPHISTICATED																			
2	0	2	1	1	0	0	2	0	0	1	1	0	0	0	0				
.2	-	.2	.5	.2	.2	-	.3	-	.6	.4	.7	-	-	-	-				
MORE SELF-CONFIDENT																			
1	0	1	1	0	0	0	1	0	0	0	0	0	1	1	0				
.1	-	.1	.3	.1	-	-	.2	1.0	-	-	-	-	1.3	1.8	-				
BETTER MOTIVATED,DIRECTED																			
24	8	17	5	13	5	2	14	3	1	3	3	1	4	1	2				
2.4	7.1	1.9	1.6	2.9	2.4	1.5	2.1	6.4	1.0	1.4	2.8	.5	5.7	2.3	4.6				
MORE SOCIALLY AWARE																			
5	1	4	0	2	3	0	5	1	0	1	2	1	3	3	0				
.5	1.1	.4	.1	.4	1.2	-	.8	.7	.6	1.5	2.0	.7	4.5	6.4	-				

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 0.6-8.
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

	OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:															
					PRO/ EX/IMG				MIN. SOME S.S.				P.S. CHILD				TOTAL IN SS			
	TOTAL	PRO/ EX/IMG	OTHER	LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD FIN-ISHED	NOT IN SCL.	TOTAL IN IN PUR.	SS 12-13	OTHER PUB.	IN POST SEC.	TOTAL UNIV.	IN ONT. CAAT					
BASE FOR PERCENTAGES - WEIGHTED	1000	107	890	259	435	225	120	664	48	79	199	97	143	69	48	26				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BETTER TEACHER, FACILITIES	117	12	105	35	44	18	11	74	8	3	12	7	12	7	7	0				
	11.7	11.0	11.8	13.4	10.1	8.2	8.9	11.1	17.6	4.4	8.1	7.5	8.0	9.7	13.7	-				
AVERAGE STUDENT IMPROVED BECAUSE STUDENTS MUST STAY IN SCHOOL LONGER	5	0	5	1	3	1	0	4	0	0	2	2	2	0	0	0				
	.5	-	.5	.4	.7	.4	-	.6	-	-	1.1	1.6	1.5	-	-	-				
IMPROVED MEDIA COMMUNICATION/ TELEVISION PROVIDES STUDENT WITH WIDE RANGE OF INFORMATION	7	2	5	0	2	4	2	4	0	0	2	1	1	1	1	0				
	.7	1.8	.5	-	.4	1.7	1.6	.5	-	-	1.0	1.2	.5	1.7	2.4	-				
MORE COURSES AND ACTIVITIES OFFERED, GREATER VARIETY, FREEDOM OF CHOICE -STUDENT MAY CHOOSE WHAT HE/SHE WANTS TO STUDY ACCORDING TO INTEREST	90	11	79	13	41	25	8	62	3	11	21	9	16	5	4	1				
	9.0	10.5	8.9	4.9	9.5	10.9	6.9	9.3	7.0	13.8	10.7	8.8	10.5	6.7	7.8	3.2				
MISCELLANEOUS	105	8	97	27	49	19	12	70	3	10	18	12	11	6	1	4				
	10.5	7.6	10.9	10.6	11.2	8.5	10.0	10.6	6.4	12.9	8.8	12.1	7.6	8.5	3.1	16.9				
NOT STATED	10	1	9	2	6	1	2	5	0	1	0	0	0	0	0	0				
	1.0	1.3	1.0	.9	1.3	.3	1.7	.7	-	1.3	-	-	-	-	-	-				

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-B.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:											
PRO/ EX/MG	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN SS OTHER PUB.	IN SS OTHER PUB.	TOTAL POST SEC.	IN UNIV.	IN CAAT			
TOTAL	OTHER														
1004	94	908	271	455	219	144	682	57	78	207	95	153	60	43	21
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
VOLUNTEERED REASONS FOR SAYING 'HAS REMAINED THE SAME'															
STUDENTS MORE MATURE/ COMPLICATED															
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	2	5	1	2	2	2	3	0	2	0	0	0	1	1	1
.6	1.5	.5	.4	.4	1.0	1.3	.5	.6	2.0	-	-	-	.9	1.3	2.4
MORE STUDENTS REMAIN IN SYSTEM LONGER															
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	-	4	.1	-	-	-	4	.6	-	-	-	-	-	-	-
3	2	1	0	0	2	2	0	0	0	0	0	0	0	0	0
.2	1.5	.1	-	-	.7	1.3	-	-	-	-	-	-	-	-	-
LACK FIRST LANGUAGE SKILLS (WRITTEN)															
2	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0
.2	.9	.2	-	.1	.4	-	.2	-	-	-	-	-	-	-	-
LACK DEPTH OF KNOWLEDGE IN SOME AREAS															
4	0	4	2	1	2	1	4	0	0	3	3	2	2	2	1
.4	-	.5	.7	.1	.9	.4	.6	-	-	1.6	3.3	1.3	.8	4.0	2.4
GOOD STUDENTS ALWAYS ACQUIRE GOOD EDUCATION															
55	3	52	13	31	8	6	38	1	2	16	10	13	10	7	3
5.5	3.1	5.8	5.0	7.0	3.4	5.3	5.8	1.3	2.4	8.2	10.8	9.1	14.1	13.7	11.7
NO NOTEWORTHY CHANGES															
61	4	57	18	26	13	5	39	4	5	14	6	12	8	8	0
6.1	3.5	6.4	7.1	5.9	5.8	5.8	5.9	7.6	6.5	7.1	6.7	7.9	10.9	15.5	-
MISCELLANEOUS															
35	3	32	16	13	5	1	28	2	4	3	1	3	0	0	0
3.5	2.6	3.6	6.2	3.1	2.5	1.1	4.2	3.6	4.8	1.6	.6	1.7	-	-	-

(0 = PERCENT LESS THAN .05)
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VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 0.6-9.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:												
-----										-----												
PRO/ EX/ING	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN SS PUB.	IN SS OTHER PUB.	IN SS TOTAL POST SEC.	IN UNIV.	IN ONT.	CAAT									
-----										-----												
1004 100.0	94 100.0	908 100.0	271 100.0	455 100.0	219 100.0	144 100.0	682 100.0	57 100.0	78 100.0	207 100.0	95 100.0	153 100.0	50 100.0	43 100.0	21 100.0							
1000 100.0	107 100.0	890 100.0	259 100.0	435 100.0	225 100.0	120 100.0	664 100.0	48 100.0	79 100.0	199 100.0	97 100.0	148 100.0	69 100.0	48 100.0	26 100.0							
VOLUNTEERED REASONS FOR SAYING (HAS DETERIORATED)																						
45 4.5	11 10.2	31 3.5	5 1.9	22 5.1	18 7.8	4 3.5	34 5.1	3 6.6	10 13.0	2 .3	1 1.2	1 .4	5 7.0	4 7.4	3 12.5							
99 9.9	7 6.1	93 10.4	21 8.2	44 10.2	19 6.5	18 15.1	54 8.2	2 4.9	6 7.1	16 8.1	11 11.0	11 7.2	2 2.3	2 3.3	0 -							
66 6.6	6 5.6	60 6.7	14 5.3	24 5.5	19 8.6	12 9.6	40 6.0	3 5.4	7 9.1	12 6.2	4 4.3	10 6.9	4 6.3	4 9.0	1 3.6							
2 .2	0 -	2 .2	0 -	0 .1	2 .7	0 -	0 .1	0 -	0 .5	0 -	0 -	0 -	0 -	0 -	0 -							
18 1.8	3 2.7	15 1.6	1 .2	10 2.4	6 2.7	1 1.1	12 1.8	1 1.5	0 -	3 1.3	1 .8	3 1.7	3 3.7	3 5.2	0 -							
2 .2	0 -	2 .2	0 -	2 .4	0 .1	0 -	2 .3	0 -	0 -	2 .9	0 -	2 1.2	2 2.5	2 3.5	0 -							
20 2.0	6 5.5	14 1.6	3 1.0	11 2.6	4 2.0	0 -	15 2.3	0 1.0	0 -	4 2.0	2 1.7	2 1.6	1 1.7	1 2.5	0 -							
PERSONAL SKILLS																						
34 3.4	4 3.6	30 3.4	10 4.0	12 2.7	9 3.9	2 1.7	23 3.4	3 6.1	1 1.3	9 4.4	4 4.1	7 4.5	3 4.6	4 3.8	1 5.1							
52 5.2	6 5.7	46 5.1	23 8.9	13 2.9	14 6.3	9 7.4	33 5.0	0 -	3 3.2	12 6.1	5 5.5	10 6.9	3 5.9	1 2.1	2 6.6							

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 11.6-8.
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

OCCUPATION: EDUCATION:				FAMILY COMP. & ED. OF CHILD:											
PRO/ EX/MG R/OWN	OTHER	PUB. OR LESS	MIN. SOME S.S.	MIN. SOME P.S.	HAVE NO CHILD	TOTAL HAVE CHILD	TOTAL CHILD FIN- ISHED	NOT IN SCL.	TOTAL IN PUB.	IN SS OTHER PUB.	IN SS OTHER SEC.	TOTAL POST UNIV.	IN ONT. CAAT		
1000	107	890	259	435	225	120	664	48	79	199	97	148	69	48	26
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED															
SYSTEM															
CREDIT SYSTEM--FADISH COURSES															
1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
4	-	.1	-	-	-	-	-	-	-	-	-	-	-	-	-
43	5	38	9	20	11	7	27	2	2	9	4	8	3	1	1
4.3	5.1	4.2	3.5	4.6	4.8	5.5	4.1	5.1	2.3	4.5	4.5	5.3	3.6	2.6	4.8
INADEQUATE SUPERVISION/ IMPLEMENTATION OF CURRICULUM/ COURSES															
32	1	31	7	12	11	2	19	1	0	8	3	7	1	1	1
3.2	1.2	3.5	2.6	2.7	4.9	1.6	2.8	2.1	-	3.8	3.1	4.5	1.0	1.5	3.3
CREDIT SYSTEM--STUDENTS OPT FOR EASIER/FUN COURSES															
78	8	71	12	36	22	5	54	12	5	14	6	10	5	5	1
7.8	7.4	7.9	4.5	8.2	9.6	4.2	8.1	24.2	5.9	7.1	6.6	6.6	6.9	9.9	3.6
LOWER (SCHOLASTIC) STANDARDS															
11	2	9	2	4	5	2	8	0	0	4	3	2	0	0	0
1.1	1.8	1.0	.8	1.0	2.0	1.6	1.1	-	-	2.0	2.8	1.3	-	-	-
POOR TEACHING QUALITY															
110	14	96	21	49	33	10	81	5	12	32	19	19	8	4	4
11.0	13.2	10.8	8.0	11.3	14.7	8.5	12.2	11.0	15.4	15.9	19.5	13.0	11.2	8.0	14.8
LACK OF COMMON/UNIFORM STANDARDS															
7	1	6	1	3	2	2	5	0	0	2	0	2	1	1	0
.7	.8	.6	.5	.8	.8	1.3	.7	-	-	.9	-	1.2	2.0	2.8	-
STUDENTS DON'T WORK HARD ENOUGH															
43	0	43	7	21	12	4	32	0	4	10	2	8	2	1	1
4.3	-	4.8	2.8	4.9	5.4	3.4	4.9	-	5.6	4.8	2.1	5.1	3.3	2.0	5.1
LARGE NUMBERS OF STUDENTS STUDYING IN SCHOOLS															
1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	-
.1	-	.2	.1	.3	-	-	.2	-	-	.3	-	.4	-	-	-

(• = PERCENT LESS THAN .05)
2016

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 3.6-5.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY OCCUPATION, EDUCATION, FAMILY COMPOSITION & EDUCATION OF CHILDREN.

		OCCUPATION: EDUCATION:										FAMILY COMP. & ED. OF CHILD:									
		PRO/ EX/ WG		PUB. OR LESS		MIN. SOME S.S.		MIN. SOME P.S.		HAVE NO CHILD		TOTAL CHILD HAVE FIN-ISHED SCL.		TOTAL IN PUB.		IN SS OTHER PUB.		TOTAL IN POST SEC.		IN ONT. UNIV. CAAT	
TOTAL		R/OWN	OTHER																		
1004		94	908	271	455	219	144	682	57	78	207	95	153	60	43	21					
100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1000		107	890	259	435	225	120	664	48	79	199	97	148	69	48	26					
100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - ACTUAL																					
BASE FOR PERCENTAGES - WEIGHTED																					
VOLUNTEERED REASONS FOR SAYING 'HAS DETERIORATED'																					
SOCIETY																					
DECLINE OF WORK ETHIC		3	1	2	0	2	1	2	1	0	1	1	1	0	0	0	0	0	0	0	0
		.3	.7	.2	-	.5	.4	.3	1.5	-	.7	.8	.5	-	-	-	-	-	-	-	-
DECLINE OF STUDENT EXPECTATIONS		1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0
		.1	-	.1	-	.2	-	.1	-	-	.5	-	.7	-	-	-	-	-	-	-	-
JOB EMPHASIS OF FAMILY/SOCIETY		1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
		.1	-	.1	-	.3	-	.9	-	-	-	-	-	-	-	-	-	-	-	-	-
ANTI-INTELLECTUALISM		1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
		.1	-	.1	-	-	.5	.9	-	-	-	-	-	-	-	-	-	-	-	-	-
GRADE INFLATION		2	1	1	0	1	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0
		.2	1.0	.1	-	.1	.5	.2	-	-	1.3	-	-	-	-	-	-	-	-	-	-
PRAGMATIC EMPHASIS IN SOCIETY		1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
		.1	-	.1	-	.2	-	.7	-	-	-	-	-	-	-	-	-	-	-	-	-
PERMISSIVE, INDIVIDUALISTIC VALUES IN SOCIETY		43	3	40	19	16	7	28	2	2	8	2	7	3	1	1					
		4.3	2.5	4.5	7.2	3.6	3.0	4.2	4.8	2.4	4.2	1.6	4.7	3.7	2.6	5.1					
MISCELLANEOUS		135	21	110	32	59	38	96	7	17	32	12	27	6	2	5					
		13.5	20.1	12.4	12.5	13.7	16.7	14.8	14.9	22.1	15.8	12.3	18.6	9.2	3.3	12.3					
NOT STATED		5	1	4	2	1	2	3	0	0	2	0	2	0	0	0					
		.5	.8	.5	.9	.3	.7	.5	-	-	.8	-	1.1	-	-	-					

(* = PERCENT LESS THAN .05)
 0017

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-8.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			MID-			LOWER			G.S. IN ONT. PROV.		
	DLE	DLE	DLE	DLE	DLE	DLE	DLE	DLE	DLE	G.S. IN ONT. PROV.	G.S. IN ONT. PROV.	G.S. IN ONT. PROV.
TOTAL	UPPER	MID-	LOWER	UPPER	MID-	LOWER	UPPER	MID-	LOWER	G.S. IN ONT. PROV.	G.S. IN ONT. PROV.	G.S. IN ONT. PROV.
1004	214	198	217	185	190	597	79	168	515	58	103	
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1000	213	235	217	166	169	572	83	170	497	61	105	
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
VOLUNTEERED REASONS FOR SAYING 'HAS IMPROVED'												
IMPROVED ORAL EXPRESSION												
13	2	6	0	1	3	5	1	1	4	1	1	
1.3	1.2	2.7	-	.5	1.8	1.0	1.1	.7	.7	1.4	1.2	
IMPROVED CRITICAL ANALYSIS/ THINKING,ETC.												
16	3	2	3	1	7	10	1	2	3	1	1	
1.6	1.5	.9	1.5	.5	3.9	1.7	1.7	1.1	.5	2.4	.7	
IMPROVED WORKING HABITS												
1	0	0	0	1	1	0	0	0	0	0	0	
.1	-	-	-	.4	.3	-	-	-	-	-	-	
MORE KNOWLEDGEABLE IN MATH AND SCIENCE												
16	2	5	3	2	3	14	1	1	13	1	0	
1.6	1.1	2.3	1.2	1.2	2.0	2.4	.9	.5	2.7	1.2	-	
BETTER PREPARED												
31	7	10	7	2	6	16	5	8	12	4	7	
3.1	3.2	4.0	3.2	1.4	3.5	2.8	5.9	4.7	2.5	6.7	6.7	
MORE MATURE/SOPHISTICATED												
2	1	0	1	0	0	2	0	0	1	0	0	
.2	.3	.2	.3	-	.1	.3	.6	.3	.2	.6	-	
MORE SELF-CONFIDENT												
1	1	0	0	0	0	0	0	0	0	0	0	
.1	.4	-	-	.3	-	.1	-	-	.1	-	-	
BETTER MOTIVATED,DIRECTED												
24	7	1	3	6	8	15	2	3	14	1	4	
2.4	3.1	.4	1.5	3.3	4.9	2.6	2.3	1.7	2.8	2.0	3.5	
MORE SOCIALLY AWARE												
5	1	0	1	0	2	4	1	0	4	0	0	
.5	.5	.2	.5	-	1.3	.6	1.6	.3	.8	.8	-	

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 4.6-B.
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	UPPER			MID-			LOWER			G.S.			G.S.			S.S.
	DLE			DLE			DLE			IN	OTHER	NOT	IN	OTHER	NOT	
TOTAL	UPPER			DLE			DLE			ONT.	PROV.	IN CD	ONT.	PROV.	IN CD	
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105				
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				
BETTER TEACHER, FACILITIES	117	28	24	24	14	27	63	10	21	50	3	10				
	11.7	13.2	10.0	11.2	8.3	16.0	11.0	11.9	12.5	10.0	5.6	9.3				
AVERAGE STUDENT IMPROVED BECAUSE STUDENTS MUST STAY IN SCHOOL LONGER	5	2	0	1	1	1	3	2	0	2	2	0				
	.5	1.0	-	.3	.4	.8	.5	1.9	-	.5	2.6	-				
IMPROVED MEDIA COMMUNICATION/ TELEVISION PROVIDES STUDENT WITH WIDE RANGE OF INFORMATION	7	4	2	0	0	1	5	1	0	5	1	0				
	.7	1.9	.8	-	-	.5	.8	1.0	-	.9	1.3	-				
MORE COURSES AND ACTIVITIES OFFERED, GREATER VARIETY, FREEDOM OF CHOICE - STUDENT MAY CHOOSE WHAT HE/SHE WANTS TO STUDY ACCORDING TO INTEREST	90	24	24	17	10	17	52	9	13	48	8	11				
	9.0	11.3	10.0	7.6	5.8	9.8	9.1	10.9	7.5	9.7	13.2	10.6				
MISCELLANEOUS	105	13	22	28	14	28	58	11	18	53	7	10				
	10.5	6.1	9.5	12.9	8.3	16.5	10.2	13.3	10.6	10.6	11.0	9.7				
NOT STATED	10	2	1	3	2	3	5	0	2	5	0	2				
	1.0	.8	.4	1.2	1.0	2.0	.8	-	1.0	.9	-	1.6				

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-B.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S.			S.S.		
	TOTAL	UPPER	MID-	MID-	DLE	DLE	IN	G.S.	G.S.	IN	S.S.	S.S.
		DLE	DLE	DLE	DLE	DLE	OTHER	NOT	NOT	OTHER	NOT	NOT
							PROV.	IN CD	PROV.	IN CD	PROV.	IN CD
BASE FOR PERCENTAGES - ACTUAL	1604	214	198	217	185	190	597	79	168	515	58	103
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
VOLUNTEERED REASONS FOR SAYING 'HAS REMAINED THE SAME'												
STUDENTS MORE MATURE/ SOPHISTICATED	0	0	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-	-	-
LACK BASIC MATH/FIRST LANGUAGE SKILLS	6	4	0	0	0	3	3	0	2	2	3	2
	.6	1.8	-	-	-	1.5	.5	-	.9	.4	-	1.5
MORE STUDENTS REMAIN IN SYSTEM LONGER	0	0	0	0	0	0	0	0	0	0	0	0
	*	-	-	-	-	.2	.1	-	-	-	-	-
LACK FIRST LANGUAGE SKILLS (WRITTEN)	3	2	0	0	1	0	2	0	0	2	0	0
	.2	.7	-	-	.6	-	.3	-	-	.3	-	-
LACK DEPTH OF KNOWLEDGE IN SOME AREAS	2	0	2	0	0	0	1	0	0	1	0	0
	.2	-	.8	-	.3	-	.2	-	-	.3	-	-
GOOD STUDENTS ALWAYS ACQUIRE GOOD EDUCATION	4	2	2	0	1	0	2	0	2	2	0	0
	.4	.9	.8	-	.3	-	.4	-	1.1	.5	-	-
NO NOTEWORTHY CHANGES	55	11	15	15	.5	9	36	6	6	29	5	5
	5.5	5.3	6.3	6.8	2.9	5.4	6.3	7.5	3.4	5.9	7.5	4.3
MISCELLANEOUS	61	11	18	9	16	8	37	7	9	29	3	3
	6.1	5.2	7.5	3.9	9.5	4.8	6.4	8.1	5.6	5.8	5.5	6.1
NOT STATED	35	8	8	8	3	7	16	5	8	13	2	1
	3.5	3.7	3.6	3.8	1.9	4.2	2.7	5.4	4.6	2.6	7.4	1.1

(* = PERCENT LESS THAN .05)
 0019

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-9.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:					RESPONDENT'S EDUCATION:						
	-----					-----						
	UPPER MID- DLE	UPPER DLE	MID- DLE	LOWER MID DLE	LOWER DLE	G.S. IN ONT.	G.S. OTHER PROV. IN CD	G.S. IN ONT.	G.S. OTHER PROV. IN CD	S.S. IN ONT.	S.S. OTHER PROV. IN CD	S.S. IN ONT.
TOTAL	UPPER	UPPER	MID- DLE	MID- DLE	LOWER DLE	ONT.	PROV.	ONT.	PROV.	ONT.	PROV.	ONT.
BASE FOR PERCENTAGES - ACTUAL	1004 100.0	214 100.0	198 100.0	217 100.0	185 100.0	190 100.0	597 100.0	168 100.0	515 100.0	58 100.0	103 100.0	
BASE FOR PERCENTAGES - WEIGHTED	1000 100.0	213 100.0	235 100.0	217 100.0	166 100.0	169 100.0	572 100.0	83 100.0	497 100.0	61 100.0	105 100.0	
VOLUNTEERED REASONS FOR SAYING *HAS DETERIORATED:												
DEFICIENT IN BASICS (UNSPECIFIED)	45 4.5	7 3.5	15 6.4	13 6.1	4 2.2	6 3.4	35 6.1	2 2.6	4 7.0	1 2.0	4 3.5	
LACK FIRST LANGUAGE SKILLS	99 9.9	15 7.1	25 10.7	29 13.5	17 10.1	13 7.7	63 11.1	4 4.9	7 10.7	5 7.9	7 6.2	
LACK MATHEMATICS SKILLS	66 6.6	13 6.1	11 4.8	20 9.3	12 6.9	10 5.9	42 7.3	2 2.0	7 4.0	2 3.9	5 4.7	
LACK SECOND LANGUAGE SKILLS	2 .2	0 -	2 .7	0 -	0 -	0 .2	2 .4	0 -	2 .4	0 -	0 -	
LACK CRITICAL, CREATIVE, INDEPENDENT THINKING, PROBLEM SOLVING SKILLS	18 1.8	6 2.9	6 2.4	3 1.3	2 .9	1 .9	15 2.5	0 -	2 2.9	0 -	2 1.9	
LACK RESEARCH/LIBRARY SKILLS	2 .2	0 -	0 -	2 .8	0 .1	0 -	2 .3	0 -	2 .4	0 -	0 -	
TOO MUCH GENERAL KNOWLEDGE, NOT ENOUGH IN DEPTH	20 2.0	3 1.5	6 2.7	2 1.0	1 .7	7 4.3	10 1.8	0 -	6 2.0	0 -	6 5.4	
PERSONAL SKILLS												
LACK MOTIVATION	34 3.4	13 6.0	8 3.3	5 2.5	5 2.9	3 1.9	17 2.9	2 2.6	6 2.8	2 3.5	4 4.0	
LACK SELF-DISCIPLINE	52 5.2	13 6.2	14 6.1	12 5.5	6 3.6	6 3.6	21 3.7	5 5.9	11 6.5	4 6.8	7 7.1	

(CONTINUED)

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 3.6-5.
BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:					
	UPPER			LOWER			G.S. IN			G.S. IN		
	TOTAL	UPPER	MID-	MID-	DLE	LOWER	ONT.	PROV.	IN CD	ONT.	PROV.	IN CD
	1000	213	235	217	166	169	572	83	170	497	61	105
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SYSTEM												
CREDIT SYSTEM--FADISH COURSES	1	1	0	0	0	0	0	0	0	0	0	0
	4	.2	-	-	-	-	-	-	-	-	-	-
CREDIT SYSTEM UNDERMINES DEVELOPMENT OF FUNDAMENTALS	43	10	12	7	9	5	24	2	7	21	1	9
	4.3	4.7	5.1	3.3	5.6	2.8	4.2	2.3	4.3	4.3	1.6	8.3
INADEQUATE SUPERVISION/IMPLEMENTATION OF CIRRICULUM/ COURSES	32	5	6	5	8	8	23	0	2	21	0	2
	3.2	2.5	2.6	2.5	4.7	4.7	4.1	-	1.1	4.2	-	1.8
CREDIT SYSTEM--STUDENTS OPT FOR EASIER/FUN COURSES	78	20	11	24	17	7	47	5	11	44	4	9
	7.8	9.4	4.8	10.9	10.1	3.9	8.2	6.5	6.6	8.9	7.3	8.3
LOWER (SCHOLASTIC) STANDARDS	11	2	3	2	2	2	5	3	2	6	2	2
	1.1	1.1	1.2	.9	1.2	1.0	.8	4.1	1.2	1.1	3.6	1.9
POOR TEACHING QUALITY	110	34	25	25	11	15	71	9	17	66	8	9
	11.0	15.8	10.7	11.5	6.8	9.0	12.4	10.9	9.9	13.2	12.3	8.7
LACK OF COMMON/UNIFORM STANDARDS	7	3	1	1	1	0	3	2	1	3	2	1
	.7	1.6	.5	.3	.8	-	.4	2.0	.6	.5	2.7	1.0
STUDENTS DON'T WORK HARD ENOUGH	43	9	13	8	9	4	33	2	3	29	2	2
	4.3	4.1	5.4	3.7	5.2	2.6	5.8	2.4	1.9	5.8	3.2	2.3
LARGE NUMBERS OF STUDENTS STUDYING IN SCHOOLS	1	1	0	1	0	0	1	0	0	1	0	0
	.1	.4	-	.3	-	-	.2	-	-	.2	-	-

(* = PERCENT LESS THAN .05)
0020

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 0.6-8.
 BASE TOTAL ELIGIBLE TO VOTE - CROSS SECTION
 BY SOCIO-ECONOMIC, RESPONDENTS' EDUCATION

	SOCIO-ECONOMIC:						RESPONDENT'S EDUCATION:									
	UPPER			MID-			LOWER			G.S.		G.S.		G.S.		S.S.
	TOTAL	UPPER	DLE	TOTAL	MID-	DLE	TOTAL	DLE	MID	ONT.	PROV.	ONT.	PROV.	IN CD	OTHER	NOT
BASE FOR PERCENTAGES - ACTUAL	1004	214	198	217	185	190	597	79	168	515	58	103	100.0	100.0	100.0	100.0
BASE FOR PERCENTAGES - WEIGHTED	1000	213	235	217	166	169	572	83	170	497	61	105	100.0	100.0	100.0	100.0
VOLUNTEERED REASONS FOR SAYING 'HAS DETERIORATED'																
SOCIETY																
DECLINE OF WORK ETHIC	3	2	1	0	0	0	2	0	1	2	0	1	.3	.3	0	1.3
DECLINE OF STUDENT EXPECTATIONS	1	1	0	0	0	0	1	0	0	1	0	0	.2	.2	0	0
JOB EMPHASIS OF FAMILY/SOCIETY	1	1	0	0	0	0	1	0	0	1	0	0	.2	.2	0	0
ANTI-INTELLECTUALISM	1	1	0	0	0	0	0	0	0	1	0	0	.6	.6	0	1.0
GRADE INFLATION	2	0	0	2	0	0	1	1	1	2	0	0	.3	.3	0	0
PRAGMATIC EMPHASIS IN SOCIETY	1	1	0	0	0	0	1	0	0	1	0	0	.2	.2	0	0
PERMISSIVE, INDIVIDUALISTIC VALUES IN SOCIETY	43	8	14	6	9	6	20	6	7	17	4	2	3.3	3.3	6.9	1.7
MISCELLANEOUS	135	23	33	38	22	19	84	4	30	78	1	15	15.6	15.6	2.4	16.9
NOT STATED	5	1	0	1	3	1	2	1	0	2	1	0	.5	.5	1.3	0

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-H.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
TOTAL		GRADE		GRADE		TOTAL		FIRST		OTHER		TOTAL		FIRST		OTHER		TOTAL	
12/13		12		13		UNIV.		UNIV.		UNIV.		CAAT.		CAAT.		CAAT.		12/13	
UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.		UNIV.	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
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100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
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100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
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100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0		100.0	
100.0		100.0		100.0		100.0		100.0		100.0		100.0		1					

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 0.6-F.
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:						
TOTAL GRADE					FIRST YEAR					OTHER GRADE					OTHER POST SEC. FORCE	
TOTAL	12/13	12	GRADE 13	TOTAL UNIV.	TOTAL UNIV.	FIRST YEAR UNIV.	OTHER UNIV.	TOTAL CAAT.	FIRST YEAR CAAT.	OTHER CAAT.	UNIV.	CAAT.	UNIV.	CAAT.	POST SEC.	WORK FORCE
BASE FOR PERCENTAGES - WEIGHTED																
438	242	153	89	144	40	105	51	23	93	75	180	100.0	100.0	100.0	10	63
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
BETTER TEACHER/FACILITIES																
92	61	36	25	21	8	13	10	5	22	35	13	2	12	19.9	19.3	
21.0	25.2	23.8	27.7	14.3	19.3	12.4	19.7	18.1	21.6	17.7	19.6	17.7	19.6	17.7	19.9	19.3
AVERAGE STUDENT IMPROVED BECAUSE STUDENTS MUST STAY IN SCHOOL LONGER																
3	2	1	1	1	0	1	0	0	0	0	1	1	1	1	1	0
.7	.8	.7	1.1	.7	-	1.0	-	-	-	-	.6	1.3	9.9	1.3	9.9	-
IMPROVED MEDIA COMMUNICATION/ TELEVISION PROVIDES STUDENT WITH WIDE RANGE OF INFORMATION																
9	4	4	0	3	3	0	4	0	2	3	3	1	0	2	0	2
2.1	1.7	2.6	-	2.3	8.2	-	3.9	-	8.6	3.3	1.8	1.3	-	3.2	-	3.2
MORE COURSES AND ACTIVITIES OFFERED, GREATER VARIETY, FREEDOM OF CHOICE -STUDENT MAY CHOOSE WHAT HE/SHE WANTS TO STUDY ACCORDING TO INTEREST																
82	52	33	20	20	6	14	10	2	8	17	34	12	2	16	2	16
18.8	21.6	21.3	22.0	14.1	15.8	13.5	18.7	7.2	32.4	18.3	18.9	16.0	19.9	24.8	19.9	24.8
MISCELLANEOUS																
72	46	23	17	13	3	10	13	5	8	19	20	15	1	12	1	12
16.4	18.9	18.6	19.3	8.9	7.6	9.4	25.9	18.1	35.2	21.4	10.9	19.9	9.9	18.3	9.9	18.3
NOT STATED																
4	4	2	2	0	0	0	0	0	0	0	1	1	2	0	0	-
.9	1.5	1.1	2.2	-	-	-	-	-	-	-	.6	2.7	-	-	-	-

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VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-B.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST YEAR					OTHER GRADE					OTHER				
	GRADE 12/13	GRADE 12	GRADE 13	UNIV.	UNIV.	TOTAL	UNIV.	UNIV.	UNIV.	UNIV.	CAAT.	CAAT.	CAAT.	UNIV.	CAAT.	CAAT.	UNIV.	CAAT.	UNIV.	CAAT.
BASE FOR PERCENTAGES - ACTUAL	419 100.0	240 100.0	151 100.0	89 100.0	129 100.0	35 100.0	94 100.0	50 100.0	28 100.0	22 100.0	89 100.0	166 100.0	73 100.0	9 100.0	62 100.0					
BASE FOR PERCENTAGES - WEIGHTED	438 100.0	242 100.0	153 100.0	89 100.0	144 100.0	40 100.0	105 100.0	51 100.0	28 100.0	23 100.0	90 100.0	180 100.0	75 100.0	10 100.0	63 100.0					
VOLUNTEERED REASONS FOR SAYING 'HAS REMAINED THE SAME'																				
STUDENTS MORE MATURE/ SOPHISTICATED	2 .5	0 -	0 -	0 -	2 1.4	0 -	2 1.9	0 -	0 -	0 -	0 -	1 .6	1 1.3	0 -	0 -					
LACK BASIC MATH/FIRST LANGUAGE SKILLS	5 1.1	1 .4	1 .7	0 -	4 2.8	1 2.5	3 2.9	0 -	0 -	0 -	0 -	2 1.1	1 1.3	0 -	1 1.6					
MORE STUDENTS REMAIN IN SYSTEM LONGER	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -					
LACK FIRST LANGUAGE SKILLS (WRITTEN)	5 1.1	5 2.1	5 3.3	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 3.3	0 -	0 -	0 -	0 -					
LACK DEPTH OF KNOWLEDGE IN SOME AREAS	3 .7	0 -	0 -	0 -	3 2.1	1 2.5	2 1.9	0 -	0 -	0 -	0 -	2 1.1	0 -	0 -	0 -					
GOOD STUDENTS ALWAYS ACQUIRE GOOD EDUCATION	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -					
NO NOTEWORTHY CHANGES	26 6.0	15 6.2	9 5.9	6 6.7	8 5.6	1 2.5	7 6.7	3 5.9	1 3.6	2 8.6	5 5.5	8 4.5	3 4.0	3 30.4	6 9.5					
MISCELLANEOUS	14 3.1	7 2.7	6 3.6	1 1.1	6 4.2	1 2.5	5 4.8	1 4.0	0 -	1 4.3	3 3.3	3 2.6	2 2.7	0 -	2 2.4					
NOT STATED	9 .9	1 .4	0 -	1 1.1	1 .7	1 2.5	0 -	2 5.9	1 3.6	1 4.3	0 -	2 1.1	1 1.3	0 -	1 1.6					

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - 0.6-6.
 BASE TOTAL STUDENTS - CROSS SECTION & SUR-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:				
TOTAL		GRADE		TOTAL		FIRST		OTHER		GRADE		OTHER		
GRADE		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		
12/13		12		13		UNIV.		UNIV.		CAAT.				

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - W.6-H.
BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

SYSTEM	ATTENDED IN 1975 / 1976:										EXPECTATION 1976 / 1977:									
	TOTAL					FIRST					OTHER GRADE					OTHER				
	GRADE 12/13	12	GRADE 13	UNIV.	UNIV.	GRADE 12/13	12	UNIV.	UNIV.	UNIV.	CAAT.	CAAT.	CAAT.	12/13	UNIV.	CAAT.	CAAT.	12/13	UNIV.	CAAT.
BASE FOR PERCENTAGES - WEIGHTED	438	242	153	89	144	40	105	51	28	23	90	180	75	10	63					
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CREDIT SYSTEM--FADISH COURSES	2	0	0	0	2	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0
	.3	-	-	-	1.0	1.3	1.0	-	-	-	-	.8	-	-	-	-	-	-	-	-
CREDIT SYSTEM UNDERMINES DEVELOPMENT OF FUNDAMENTALS	17	6	4	2	9	2	7	2	2	0	2	9	2	1	2					
	3.8	2.5	2.6	2.2	6.1	3.8	7.0	3.9	7.2	-	2.2	4.9	2.7	9.9	3.2					
INADEQUATE SUPERVISION/IMPLEMENTATION OF CURRICULUM/COURSES	18	7	4	3	8	2	6	3	3	0	2	9	5	0	2					
	4.1	2.8	2.6	3.2	5.6	5.0	5.6	5.9	10.8	-	2.2	5.0	6.7	-	3.2					
CREDIT SYSTEM--STUDENTS OPT FOR EASIER/FUN COURSES	34	14	8	6	16	5	11	4	3	1	5	17	8	0	4					
	7.8	5.8	5.2	6.7	11.3	12.6	10.8	7.9	10.8	4.3	5.5	9.3	10.1	-	6.4					
LOWER (SCHOLASTIC) STANDARDS	6	2	2	0	2	1	1	2	2	0	0	2	4	0	0					
	1.4	.8	1.3	-	1.4	2.5	1.0	3.9	7.2	-	-	1.1	5.3	-	-					
POOR TEACHING QUALITY	51	28	22	6	17	4	13	6	4	2	8	19	11	1	11					
	11.7	11.6	14.4	6.7	12.0	10.5	12.6	11.9	14.7	8.6	8.9	10.7	14.9	9.9	17.5					
LACK OF COMMON/UNIFORM STANDARDS	6	3	0	3	1	0	1	2	1	1	0	3	2	0	0					
	1.4	1.2	-	3.4	.7	-	1.0	3.9	3.6	4.3	-	1.7	2.7	-	-					
STUDENTS DON'T WORK HARD ENOUGH	11	4	2	2	6	1	5	1	1	0	1	8	2	0	0					
	2.5	1.7	1.3	2.2	4.2	2.5	4.9	2.0	3.6	-	1.1	4.5	2.7	-	-					
LARGE NUMBERS OF STUDENTS STUDYING IN SCHOOLS	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0					
	.2	-	-	-	.7	-	1.0	-	-	-	-	.6	-	-	-					

VOLUNTEERED REASONS FOR STATING QUALITY OF EDUCATION HAS IMPROVED, REMAINED THE SAME OR DETERIORATED AT S.S. - Q.6-B.
 BASE TOTAL STUDENTS - CROSS SECTION & SUB-SAMPLE
 BY SCHOOL ATTENDED 1975 / 1976, EXPECTATIONS 1976 / 1977

ATTENDED IN 1975 / 1976:															EXPECTATION 1976 / 1977:																
TOTAL		GRADE		GRADE		TOTAL		FIRST		OTHER		TOTAL		FIRST		OTHER		GRADE		UNIV.		CAAT.		OTHER		POST		WORK			
GRADE		12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		CAAT.		12/13		12/13		UNIV.		CAAT.		CAAT.		SEC.		FORCE	
TOTAL		12/13		12		13		UNIV.		UNIV.		CAAT.		CAAT.		CAAT.		12/13		12/13		UNIV.		CAAT.		CAAT.		SEC.		FORCE	
BASE FOR PERCENTAGES - ACTUAL																															
419	240	151	89	129	35	94	50	28	22	89	166	73	9	62																	
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0																	
BASE FOR PERCENTAGES - WEIGHTED																															
438	242	153	89	144	40	105	51	28	23	90	180	75	10	63																	
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0																	
VOLUNTEERED REASONS FOR SAYING 'HAS DETERIORATED'																															
SOCIETY																															
DECLINE OF WORK ETHIC																															
1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
.2	.4	-	1.1	-	-	-	-	-	-	-	-	-	-	-	.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
DECLINE OF STUDENT EXPECTATIONS																															
1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
.2	-	-	-	.7	-	1.0	-	-	-	-	-	-	-	-	.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
JOB EMPHASIS OF FAMILY/SOCIETY																															
2	1	1	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
.5	.4	.7	-	.7	-	1.0	-	-	-	-	1.1	-	-	-	.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ANTI-INTELLECTUALISM																															
1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
.2	-	-	-	.7	-	1.0	-	-	-	-	.6	-	-	-	.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
GRADE INFLATION																															
2	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
.5	.4	-	1.1	.7	-	1.0	-	-	-	-	.6	-	-	-	.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
PRAGMATIC EMPHASIS IN SOCIETY																															
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
PERMISSIVE, INDIVIDUALISTIC VALUES IN SOCIETY																															
14	7	5	2	5	0	5	2	1	1	3	6	3	0	2	3	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.2	2.9	3.3	2.2	3.5	-	4.9	3.9	3.6	4.3	3.3	3.4	4.0	-	3.2	3.2	3.4	4.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MISCELLANEOUS																															
55	27	18	9	20	3	17	8	6	2	11	22	9	2	9	11	22	12.0	19.9	2	2	9	13.9	13.9	13.9	13.9	13.9	13.9	13.9	13.9	13.9	13.9
12.5	11.2	11.8	10.3	13.5	7.6	15.8	15.7	21.7	8.6	12.2	12.2	12.0	19.9	13.9	12.2	12.2	12.0	19.9	2	2	9	13.9	13.9	13.9	13.9	13.9	13.9	13.9	13.9	13.9	13.9
NOT STATED																															
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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